Trevecca Nazarene College

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Trevecca Nazarene College

CATALOG

1964-1965

Series II, Vol. XII No. 3

Sixty-fourth Year

NASHVILLE, TENNESSEE

1964

JANUARY

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Calendar

1964-65	*Summer Quarter*	1965-66
June 3, 1964	First session registration	June 9, 1965
June 10	Last day for registration for full credit	June 16
July 14	First session examinations	July 20
July 15	Second session registration	July 21
July 22	Last day for registration for full credit	July 28
August 21	Second session examinations	August 27

Fall Quarter

September 8, 1964	Annual faculty retreat	September 7, 1965
September 10-12	Freshman orientation	September 9-11
September 14	Registration of freshmen	September 13
September 15	Registration of upperclassmen	September 14
September 16	Class work begins	September 15
September 21-25	Freshman recognition week	September 20-24
September 25	Last day for changes in registration	September 24
September 27-October 4	Fall revival	September 26-October 3
September 29	Last day for registration for full credit	September 28
October 23	Final day for filing application for graduation in June	October 22
October 26-30	Special conference	October 25-29
November 13, 10:30 A.M.	Founder's Day service	November 12, 10:30 A.M.
November 18	Junior English examination	November 17
November 21	Thanksgiving banquet	November 20
November 26-30	Thanksgiving recess	November 25-29
December 16, 17, 18	Final examinations	December 15, 16, 17
December 19-January 4, 1965	Christmas recess	December 18-January 3, 1966

Winter Quarter

January 5,1965	Registration of all students	January 4, 1966
January 6	Class work begins	January 5
January 15	Last day for changes in registration	January 14
January 19	Last day for registration for full credit	January 18
January 24-31	John T. Benson Revival Series	January 23-30
February 13	Valentine banquet	February 12
March 3-5	Missionary Convention	March 2-4
March 10	Senior graduate record examinations	March 9
March 17, 18, 19	Final examinations	March 16, 17, 18
March 20-29	Spring recess	March 19-28
March 20-29	Choir tours	March 19-28

Spring Quarter

March 30, 1965	Registration of all students	March 29, 1966
March 31	Class work begins	March 30
April 9	Last day for changes in registration	April 8
April 13	Last day for registration for full credit	April 12
April 5-9	Student Council Lectures	April 18-22
April 27-28	Annual meeting of the Board of Trustees	April 26, 27
May 3-14	Comprehensive examinations for seniors	May 2-13
May 21	Senior trip	May 20
May 29	Junior-Senior banquet	May 28
June 2-8	Commencement week	June 1-7
June 3, 4, 7	Final examinations	June 2, 3, 6
June 6	Baccalaureate service	June 5
June 7	Annual alumni meeting	June 6
June 8, 10:00 A.M.	Final chapel service	June 7, 10:00 A.M.
June 8, 8:00 P.M.	Graduation exercises	June 7, 8:00 P.M.

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- Buildings and Campus Improvements
- College Development
- Publicity and Publications
- Faculty Policies and Duties
- Catalog
- Scholarships
- Student Recruitment

II. *Academic Council.* The Dean of Instruction, Chairman
Committes:
- Admissions and Retentions
- Curriculum
- Library
- Teacher Education
- Academic Calendar

* On leave 1964-65 for graduate studies at University of Southern Mississippi.

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Committees:
Chapel and Religious Life
Social Life
Student Activities
Student Publications
Student Welfare

IV. *Special Committees*
Faculty Activities

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A.B., Lambuth College, 1941; Th.B., Trevecca Nazarene College, 1943; M.A., Vanderbilt University, 1948; D.D., Trevecca Nazarene College, 1956; on staff of Trevecca Nazarene College, 1945-54; 1955—; president, Trevecca Nazarene College, 1963—.

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A.B., Eastern Kentucky State Teachers College, 1925; M.A., George Peabody College for Teachers, 1926; LL.D., Northwest Nazarene College, 1941; graduate student, Vanderbilt University, Harvard University, University of Chicago; Kentucky public schools, 1915-25; principal, Trevecca High School, 1926-29; dean, Trevecca Nazarene College, 1929-36; president, Trevecca Nazarene College, 1937-1963.

L. PAUL GRESHAM, A.B., M.A., PH.D., *Acting Vice President*

History

A.B., Bethany-Peniel College, 1933; M.A., University of Oklahoma, 1934; Ph.D., Vanderbilt University, 1943; Instructor in History, Bresee College, 1935-36; Professor of History, Trevecca Nazarene College 1936-54; dean, Trevecca Nazarene College, 1946-54; dean, Honolulu Christian College, 1954-55; Professor of History, Pasadena College, 1955-64; on staff of Trevecca Nazarene College, 1964—.

CHARLES L. CHILDERS, A.B., B.D., M.A., PH.D., *Dean of Instruction*

Biblical Languages, English

Chairman, Division of Languages, Literature and Fine Arts

A.B., Howard Payne College, 1944; B.D., Asbury Theological Seminary, 1946; M.A., University of Louisville, 1954; Ph.D., Vanderbilt University, 1959; on staff of Trevecca Nazarene College, 1954—.

F. FRANKLYN WISE, A.B., M.ED., PH.D., *Dean of Student Life*

Education, Christian Education

A.B., Eastern Nazarene College, 1944; M.Ed., University of Pittsburgh, 1952; Ph.D. University of Pittsburgh, 1958; on staff of Trevecca Nazarene College, 1957—.

HOMER JAMES ADAMS, A.B., M.A., PH.D., *History*

Chairman, Division of the Social Studies

A.B., Trevecca Nazarene College, 1947; M.A., George Peabody College for Teachers, 1948; Ph.D., George Peabody College for Teachers, 1953; principal, Trevecca High School, 1951-54; dean, Trevecca Nazarene College, 1954-64; on staff of Trevecca Nazarene College, 1948—.

KOY WRIGHT PHILLIPS, TH.B., B.S., B.D., M.A., *Registrar*
Biblical Literature, Practical Theology

Th.B., Trevecca Nazarene College, 1939; B.S., Middle Tennessee State College, 1941; B.D., Nazarene Theological Seminary, 1949; M.A., George Peabody College for Teachers, 1951; graduate student, George Peabody College for Teachers, 1952-54; on staff of Trevecca Nazarene College, 1941—.

LYLA THRASHER MACKEY, A.B., M.A., B.S. IN L.S., *Librarian*
Library Science

A.B., Central State Teachers College, Oklahoma, 1934; M.A., George Peabody College for Teachers, 1937; B.S. in L.S., George Peabody College for Teachers, 1943; Kentucky public schools, 1934-35; on staff of Trevecca Nazarene College, 1935—.

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History and Sociology

Th.B., Olivet Nazarene College, 1944; B.D., Nazarene Theological Seminary, 1949; M.A., University of Minnesota, 1964;* on staff of Canadian Nazarene College, 1955-59; on staff of Trevecca Nazarene College, 1963—.

GEORGE LEWIS PENNINGTON, TH.B., A.B., M.A., ED.D., *Director of Teacher Education*
Education and Psychology

Th.B., Trevecca Nazarene College, 1948; A.B., Trevecca Nazarene College, 1950; M.A., George Peabody College, 1951; graduate student, University of Georgia, summer 1956; teacher and principal, Georgia Public School System, 1951-57; Ed.D., University of Mississippi, 1960; on staff of Trevecca Nazarene College, 1959—.

J. LEON CHAMBERS,† Th.B., B.D., M.A., ED.S., D.D., *Director of Religious Life*
Biblical Literature, Practical Theology

Th.B., Trevecca Nazarene College, 1945; B.D., Nazarene Theological Seminary, 1950; M.A., George Peabody College for Teachers, 1958; Ed.S., George Peabody College for Teachers, 1960; D.D., Trevecca Nazarene College, 1960; on staff Trevecca Nazarene College, 1957—.

JOHN W. DIX, A.B., M.A., *Biology*
Chairman, Division of Mathematics and Science

A.B., Trevecca Nazarene College, 1949; M.A., George Peabody College for Teachers, 1950; Teacher in Tennessee Public Schools, 1950-54; Teacher at Northwest Nazarene College, Nampa, Idaho, 1954-56; Teaching-fellow and graduate student, Department of Anatomy, Medical Units, The University of Tennessee, 1956-60; Residence completed on the Ph.D. degree; on staff of Trevecca Nazarene College, 1960—.

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* To be granted in June 1964.

†On leave 1964-65 for graduate studies at University of Southern Mississippi.

RAMON R. UNRUH, B.MUS., M.MUS., *Voice and Music Theory*
B.Mus., Bethany Nazarene College, 1948; graduate student, University of Oklahoma, summers 1947, 1950, and part time, 1951-52, 1952-53; M.M., Birmingham Conservatory of Music, 1958; on staff of Trevecca Nazarene College, 1954—.

MILDRED FORMAN CHAMBERS, A.B., M.A., ED.S., PH.D., *Biology*
A.B., Trevecca Nazarene College, 1956; M.A., George Peabody College for Teachers, 1957; on staff of Trevecca High School, 1956-57; Ed.S., George Peabody College for Teachers, 1960; Ph.D., George Peabody College for Teachers, 1964*; on staff Trevecca Nazarene College, 1957—.

CLIFTON M. TAYLOR, B.S., M.S., *Physics, Mathematics*
B.S., Murray State College, 1952; M.S., Vanderbilt University, 1953; graduate study at Vanderbilt University 1963—; on staff of Trevecca Nazarene College, 1963—.

ALTA LINDSAY REDFORD, B.S., M.A., *Mathematics*
B.S., State Teachers College, Hattiesburg, Mississippi, 1931; M.A., George Peabody College for Teachers, 1940; on staff of Trevecca Nazarene College, 1931—.

MAURY ENGLISH REDFORD, B.S., TH.B., M.A., B.D., *Biblical Languages*
B.S., State Teachers College, Hattiesburg, Mississippi, 1931; Th.B., Trevecca Nazarene College, 1932; B.D., Vanderbilt University, 1934; M.A., Vanderbilt University, 1935; graduate student, Vanderbilt University, 1935-37, 1946-52; on staff of Trevecca Nazarene College, 1931—.

AMY L. PERSON, A.B., M.A., *English*
A.B., Asbury College, 1923; M.A., University of Kentucky, 1927; graduate student, George Peabody College for Teachers, 1935-36; Asbury College, 1924-25; registrar, Asbury College, 1927-29; registrar, Trevecca Nazarene College, 1931-1962; on staff of Trevecca Nazarene College, 1931—.

ADRON HOLLINS PHILLIPS, A.B., M.A., *English, French*
A.B., Trevecca Nazarene College, 1942; M.A., George Peabody College for Teachers, 1945; Nashville public schools, 1945; Kansas City public schools, 1945-49; on staff of Trevecca Nazarene College, 1949—.

BARBARA MCCLAIN, A.B., B.MUS., M.MUS, *Piano, Music Theory*
A.B., Olivet Nazarene College, 1953; B.Mus., Olivet Nazarene College, 1954; M.Mus., University of Illinois; Gilman Illinois public schools, 1952-53; instructor in piano, Olivet Nazarene College, 1952-54; part-time piano instructor, Modern Music Studios, Kankakee, lllinois, 1953-54; on staff of Trevecca Nazarene College, 1956—.

WILLIAM WADE JERNIGAN, A.B., B.D., M.A., *Assistant Librarian*
A.B., Trevecca Nazarene College, 1957; B.D., Nazarene Theological Seminary, 1960; M.A., George Peabody College for Teachers, 1961; on staff Trevecca Nazarene College, 1961.

*To be granted August 1964.—Leave of absence 1964-65.

THOMAS E. HEMMERLY, A.B., M.A., ED.S., *Biology, Chemistry*
A.B., Trevecca Nazarene College, 1952; M.A., George Peabody College for Teachers, 1955; Ed.S., George Peabody College for Teachers, 1964*; on staff Trevecca Nazarene College, 1954—.

JERRY COSTA, A.B., M.A., *Spanish, Geography*
A.B., Trevecca Nazarene College, 1954; M.A., George Peabody College for Teachers, 1957; on staff of Trevecca Nazarene College, 1957—.

CARY T. DUCKETT, A.C.A., A.B., M.A., *Education*
A.C.A., Bowling Green Business University, 1926; A.B., Georgetown College, 1941; M.A., University of Kentucky, 1943; graduate student, University of Kentucky, 1945; George Peabody College for Teachers, 1948; on staff of Trevecca Nazarene College, 1947—.

WILLIAM STRICKLAND, A.B., B.D., *Biblical Literature, Theology, Church History*
A.B., Trevecca Nazarene College, 1957; B.D., Nazarene Theological Seminary, 1960; graduate work at Vanderbilt University 1960—, residence completed on the Ph.D. degree; on staff of Trevecca Nazarene College, 1962—.

WILLIAM T. SLONECKER, A.B., M.D., *Health*
A.B., Trevecca Nazarene College, 1953; M.D., University of Tennessee, 1958; practicing physician in Nashville; on staff of Trevecca Nazarene College, 1962—.

HARRY RUSSELL, B.S. ED., M.A., *Speech*
B.S.Ed., Ohio University; M.A., Ohio University; on the teaching staff of Marshall University, 1962-64; on the staff of Trevecca Nazarene College, 1964—.

SYLVIA YOUNG DODSON, A.B., M.A., *Piano, Music Theory*
A.B., Trevecca Nazarene College, 1961; M.A., George Peabody College for Teachers, 1964;* on staff of Freewill Baptist College, 1961-64; on staff of Trevecca Nazarene College, 1961—.

LOIS KENDALL BLANCHARD, A.B., M.A., *English*
A.B., Olivet Nazarene College, 1941; M.A., University of Florida, 1961; on the staff of Trevecca Nazarene College, 1964—.

H. RAY DUNNING, A.B., B.D., M.A., *Biblical Literature, Philosophy*
A.B., Trevecca Nazarene College, 1948; B.D., Nazarene Theological Seminary, 1951; M.A., Vanderbilt University, 1952; graduate work at Vanderbilt University, 1952—, completed residence on Ph.D.; on staff of Trevecca Nazarene College, 1964—.

JAMES VAN HOOK, A.B., *Instrumental Music, Music Theory*
A.B., Trevecca Nazarene College, 1963; Special studies in Music at George Peabody College, 1963—; on the staff of Trevecca Nazarene College, 1963—.

* To be granted August 1964.

Visiting Instructors, 1964-65

EDWARD F. COX, A.B., B.D., *Pastoral Theology*

A.B., Trevecca Nazarene College, 1948; B.D., Vanderbilt Divinity School, 1951; pastor, McClurkan Memorial Church of the Nazarene, Nashville.

T. E. MARTIN, A.B., D.D., *Homiletics*

A.B., Northwest Nazarene College, 1933; graduate work, Pacific School of Religion, Harvard Divinity School; D.D., Eastern Nazarene College, 1960; pastor, First Church of the Nazarene, Nashville.

General Information

History

TREVECCA NAZARENE COLLEGE is the outgrowth of a distinctive Bible school established by the Rev. J. O. McClurkan in the year 1901. Its origin grew out of a desire of the founder to provide an educational institution where young men and women of evangelical leanings might prepare for Christian service. From its beginnings until 1910 this Bible training school operated under the presidency of Mr. McClurkan and with the support of the Pentecostal Mission, a missionary organization he had previously established.

By the year 1910 the founder had concluded that academic instruction on the high school and college levels ought to be added to the offerings of the Bible training school. As a result, in that year the institution was reorganized and its facilities were expanded. Thereafter it operated under the name of Trevecca College, with Mr. McClurkan retaining the presidency and the Pentecostal Mission continuing to afford financial support. Always its course offerings were uniquely supplemented by practical experience in Christian work among the neglected areas of downtown Nashville, where the school was located during most of its history under the Pentecostal Mission.

Just before the death of Mr. McClurkan in 1914 Trevecca College was moved to Gallatin Road, a rapidly growing residential section in East Nashville, where during the next few years substantial buildings were erected. Dr. C. E. Hardy became the second president of the college, and he with Mr. John T. Benson, Sr., and others soon effected the union of both the college and the Pentecostal Mission with the growing evangelical movement then called the Pentecostal Church of the Nazarene. Dr. Hardy continued as president, and Trevecca College became the official institution of the Southeastern Educational Zone of the Church of the Nazarene, with support obtainable from some eight southeastern states.

In 1932 the college was moved from the Gallatin Road location, and after a period of seeking for permanent property it was established at its present site, just inside the Nashville city limits near Murfreesboro Road. During this interval the present designation, Trevecca Nazarene College, was adopted.

Presidents of the Institution since it became affiliated with the Church of the Nazarene have been as follows: Dr. C. E. Hardy, 1915-1925; Mr. John T. Benson, 1925-1926; Dr. A. O. Hendricks,

1926-1928; Dr. C. E. Hardy, 1928-1937; Dr. A. B. Mackey, 1937-1963; Dr. W. M. Greathouse, 1963-.

Aims and Objectives

Trevecca Nazarene College is a four-year co-educational, liberal arts college, supported and operated as an institution of the Church of the Nazarene by its Southeast Educational Zone. It exists to provide a thorough college education in a Christian environment for all persons qualified for admission.

The college is committed to the Christian way of life and the teachings of the Bible with emphasis upon the Wesleyan doctrine of entire sanctification or perfect love; it is equally committed to the ideals of academic excellence and an enthusiastic pursuit of truth, being convinced that truth in one area cannot contradict truth in another.

Recognizing the importance of the education of the whole man, the college aims to provide the proper atmosphere and environment for intellectual, spiritual, moral, social and physical development. To this end, the college purposes to adapt its curriculum, within the limits of a liberal arts college, to our changing social structure and to teach students to exemplify perfect love in all of life's relationships.

Denominational Relationship

The government of the college is vested in a Board of Trustees elected by the several districts of the Church of the Nazarene which comprise the Southeast Educational Zone: the Alabama, East Tennessee, Eastern Kentucky, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia Districts. This board meets annually to review the work of the college, to formulate policies and to plan for the future development of the college. It provides for itself an executive committee to transact any business which may be necessary during the interim between the annual meetings.

While Trevecca Nazarene College is an institution of the Church of the Nazarene, it does not exclude young people of any church affiliation who desire to enroll and who subscribe to the moral standards and ideals of the college.

Location

The college is located in the southeast section of the city of Nashville, two blocks from Murfreesboro Highway, about the intersection of Lester Avenue and Hart Street. Three miles farther

out on this highway is the Nashville Municipal Airport, and near it are a number of thriving industrial plants which have helped the growth of the community by increased demand for living quarters. The location of the college, easily accessible to Nashville but at a pleasant distance from the city's smoke and traffic, is thus conducive to both good health and scholarship.

How To Reach the College

A student arriving in Nashville, either by train or bus, should take an inbound city bus and transfer from it, downtown, to the General Hospital-Murfreesboro line. Any bus on this line will take him to the corner of Alumni Drive and Murfreesboro Road, where he will turn in at the entrance marked TREVECCA NAZARENE COLLEGE. If he wishes to take a taxi, he should tell the driver to take him to Trevecca Nazarene College on Murfreesboro Road. By automobile the Campus may be reached via U.S. 41 or 70-S and the Trevecca private drive, just inside the city limits southeast. The telephone number of the college is 255-0536, area code 615.

Campus and Buildings

The campus of Trevecca Nazarene College comprises fifty acres situated on one of the highest hills overlooking the city of Nashville. Its topography is such as to lend itself easily to beautiful landscaping. There are abundant shade trees, flowering shrubs, and attractive lawns.

Hardy Hall, a dormitory for women, is a concrete block building of three stories, with thirty-two rooms and a reception area.

Johnson Hall, a dormitory for women is the newest and finest on the campus. It houses 104 women in modern rooms. The attractive student center occupies the ground floor.

McKay Hall, a women's dormitory practically destroyed by fire early in 1954, has been rebuilt to become a comfortable residence hall.

Smith Hall, a building of stone construction, the president's former home, is now used to house men. It has been moved to a point west of McKay Hall and reconstructed so that the basement, or ground floor, has five rooms that may serve as dormitory space.

Tidwell Hall, a dormitory for men, is a three-story building of native stone, located across Lester Avenue from Hardy Hall. It is a fireproof building with concrete floors.

The Administration Building, erected to replace that destroyed by fire in 1943, is beautiful and substantial, of limestone construc-

tion. It houses the administration offices as well as classrooms and post office.

The Cafeteria is equipped with modern facilities. Built in the form of an L, it can accommodate five hundred persons at one time. One end of the building houses a spacious banquet room enclosed by accordian doors. At the other end is a lunch room known as the "T" Room.

The Fine Arts Building, completed and occupied in 1954, is a two-story fireproof structure of native limestone, attractive in design and convenient in arrangement.

The McClurkan Memorial Building houses the science facilities, the main auditorium, and several spacious classrooms. The building is 64 by 120 feet, constructed of native stone on a concrete foundation. The auditorium with the balconies has a seating capacity of nearly one thousand.

The President's Home, a spacious, attractive building of brick and crab-orchard stone, adds immeasurably to the appearance of the campus. This ranch-style house is located on the east side of Alumni Drive.

Industrial Buildings are adjacent to Murfreesboro Road, just inside Alumni Drive. These two large modern buildings are leased for endowment purposes.

College Hill Church, at the intersection of Hart Street and Lester Avenue, while not owned by the college, is an integral part of the campus group and is a worship center for students and faculty.

The Building Program

The Board of Trustees has approved a plan whereby a continual program of improvements is envisioned.

Library and Reading Facilities

The library of the college is located mainly on the second and third floors of the new library building. This building was first occupied in the fall of 1961. It consists of adequate working quarters for the staff, offices for the two libraries, a music listening room, an exhibit room, conference room and special collection room. Each of these floors has a large, well-lighted, comfortably furnished reading room which includes individual study tables. The stacks areas are adequate for growth and future expansion. Study carrells are provided in the stacks area. The ground floor includes six faculty offices, a curriculum laboratory, a large classroom, and a faculty lounge. The library contains approximately 26,000 volumes besides

pamphlets, periodicals, and a sizable and growing collection of phonograph recordings. An excellent reference collection, periodical indexes, and bibliographical services provide effective tools for learning.

Laboratories

Important to the college plant accessories are the laboratories for chemistry, physics, and biology which occupy separate large rooms on the first floor of the spacious McClurkan Building, somewhat apart from other scholastic activities. Facilities of these laboratories are steadily augmented to meet the needs of the increase in offerings in the scientific field. Adequate materials and equipment have recently been added to the chemistry department to offer a second and third year of work in this area. The physics department has added equipment for experimentation in heat, mechanics, light, sound, and electricity. The biology department has two well equipped laboratories with individual microscopes and slide sets. Large selections of preserved materials as well as special equipment for microscopic technique and experimentation in physiology and bacteriology are available. Students are given opportunity for individual study and experimentation.

Health Service

The college maintains a nurse who cares for residents when they are ill and arranges meal service for them. The general fee takes care of ordinary minor nursing services, but facilities are not adequate to care for serious or lengthy illnesses. The college furnishes the usual general remedies, but special medicines must be purchased by the student. A modern Health Center is maintained on the ground floor of McKay Hall.

Medical Certificate.—Each applicant for admission must present a doctor's certificate of complete physical examination, including a chest X-ray or skin test and blood test, evidencing his fitness to become a student in Trevecca Nazarene College.

Postal Service

Each student at the time of registration is assigned a mailbox in the post office of the college. Students may receive all their mail in these boxes if desired, but in any event they are responsible for receiving communications placed in boxes from administrative and student offices.

Social Regulations

A successful adjustment to college life requires the student to shift from family unit type living to group living in dormitories. The rights and needs of others demand more regulation of routine than is necessary in home life. To promote the welfare of all individuals in the group, the College establishes rules of conduct for its students. Opportunities in the schedule are provided for scholastic, social, and physical needs to be adequately met. When these regulations are regarded as the rules of the game of college life, just as any group endeavor must have to function successfully, the student will find that they promote his welfare. No more demands will be made of Christian youth than is felt necessary for all of them to achieve their goals within the framework of college community life.

Students who are unmarried and who do not live at home are expected to room in the dormitory. Applications to live off campus must be filed with the Dean of Student Life. Special permission to live elsewhere than in the dormitory is given by the Social Life Committee.

Students are urged to restrict their trips home and out of town to ones which do not require them to miss classes or exhaust them in traveling. When students wish to visit places outside of metropolitan Nashville, written permission from their parents must be filed with their head resident. Special cards are provided by the College for students to send home to their parents. Parents in the homes to which the students are going must also indicate that they are expecting them to visit. Unaccompanied unmarried couples are not permitted to make automobile trips under any circumstances.

Certain standards of conduct are expected from all students. The use of alcohol and tobacco is strictly forbidden. Dancing, playing cards, attendance at theaters, having or shooting firewoorks and firearms, and boisterous conduct are forbidden. Couples are expected to maintain the highest Christian principles and decorum while dating.

The College expects its students to observe standards of dress which conform to the traditional standards of the Church of the Nazarene. It is recognized that individuals have varying ideals in this regard. However, the College has established policies in these matters which it feels is consistent with the traditions of the Church.

The Student Handbook, distributed to all students in the fall term or when they register, is a more detailed presentation of the social and academic regulations of the College.

Religious Life

Trevecca Nazarene College lays special emphasis on the development of the religious life. Every class is opened with prayer. There are daily chapel services which are religious in emphasis and which every student is expected to attend. In addition, every day a prayer meeting under some auspices is held. From time to time revival meetings are provided for their spiritual influence upon the lives of the students. Opportunities for Christian service are as great here as can be found almost anywhere. Students are given opportunity to hold services in various churches and missions of the city, and they visit the workhouses, the metropolitan jail, the hospitals, Juvenile Court, and state institutions, and hold street services each week. Hundreds of persons are won to Christ each year. Church attendance is required.

Student Guidance

Through its counseling program Trevecca Nazarene College endeavors to provide services, under the administration of the Dean of Student Life, to meet the needs and desires of students for guidance in all areas of their interest. The program rests upon the Christian concept of the nature of man and upon the conviction of the infinite worth of every person.

Each freshman receives not only the benefits of counseling in "Personal Development" groups (one hour of college credit given for one quarter) but also has a designated personal counselor. In addition, special services are provided for all students, each service being headed by a faculty member with particular competence and training in his area of guidance. These services are outlined below.
Personnel Services:

(1) Vocational Guidance
(2) Reading Improvement
(3) Speech Improvement
(4) Social Poise and Problems in Etiquette
(5) Courtship, Marriage and Family Counseling
(6) Health Counseling
(7) Employment Guidance
(8) Military Guidance and Veterans' Problems
(9) Recreational Activities
(10) Spiritual Counseling

Guidance is also provided by various members of the administration who in a small college such as this make contacts by students easy and natural.

President of the College: The president is prepared by reason of broad sympathies and long educational experience to discuss with the student any matter in which he needs assistance.

Dean of Instruction: The dean of instruction advises with students on educational problems such as plans for professional or graduate study, selection of courses, and choice of major and minor fields.

Registrar: The registrar is ready to give information concerning the students' credits, classification, grades, and the like.

Dean of Student Life: In addition to supervising the residence program and dormitory counseling, the dean of student life devotes a great deal of time to personal counseling. He is in charge of counseling and personnel services.

Director of Admissions: The director of admissions has the responsibility for correspondence and counseling with prospective students.

Divisional Chairmen: The chairman of each division is especially responsible to give the students in his division help in the planning of courses and other personal problems.

Business Manager: The business manager advises with students regarding expenses, living quarters, and financial problems.

Director of Student Aid: The director of student aid accepts and processes students' applications for loans and other grants-in-aid. He helps students in securing employment to assist them in earning part of their college expenses.

Dormitory Head Residents: The first duty of the head residents is to serve as Christian counselors. They make a vital contribution to the guidance program.

Residence Halls Counsellors: An honorary student counseling program supplements faculty counseling at Trevecca. In each dormitory students are selected on the basis of character, conduct, and counseling ability at the ratio of one per twenty-five students. They not only bring guidance close to the students and add to our total guidance program, but also as a combined group they compose the Residence Halls Council, which serves as an advisory council to the dean of student life.

At the beginning of the fall quarter, a series of achievement tests and a psychological examination are given to all entering freshmen. The information gained from these tests is used for purposes of counseling the student in his educational program.

Other tests in the field of personal guidance are available according to the desires or needs of the student.

Student Organizations

The Student Council is a body of student leaders whose duty it is to promote the best interests of the students and of the college in general. Among other functions, it serves as a kind of liaison body between students and faculty. A president, a vice president, and a secretary for the council are elected by the students with faculty approval at an annual winter election; other members, representing the various classes and organizations, are elected in the spring or fall quarter.

Scholastic Departmental Organizations. An attempt is made by the administration of the college to encourage among students an appreciation for and an attitude of true scholarship. In line with this policy there are maintained several departmental clubs whose interests are intellectual and at the same time cultural and inspirational. These organizations represent English, history, music, speech, science, philosophy, art, education, and mathematics.

Music Organizations. The regularly organized music groups on the campus include the A Cappella Choir, the Treble-Tone Choir, the Men's Glee Club, and the Brass Ensemble.

The Christian Workers Association is an organization of students who are interested in Christian service and who engage actively in practical religious activities from week to week. Services in the jail, the children's detention home, the juvenile court, hospitals, rest homes, and on the street not only give opportunity for valuable experience but are an invaluable service to the persons reached by these activities.

The Ministerial Association is an organization composed of ministerial students and ministerial members of the faculty. Its purpose is to further the preparation of the students for the ministry through special speakers, assisting in conferences at the college, and assisting the students in receiving preaching appointments. The association keeps the students in contact with the General Church program, Nazarene Theological Seminary, and the districts of the students' choice.

Trevecca Missionary Fellowship is an organization composed of students called to be foreign missionaries. Those who are praying about the call are allowed to participate in the activities of this group. The purpose of this organization is to provide opportunity for fellowship with those of like interests, to provide opportunity to learn about the various fields through returned missionaries and general church leaders, and to promote the spirit of missions on the campus. The Trevecca Missionary Fellowship sponsors and does

the planning for the Annual Missionary Conference during the winter quarter.

Prayer Meetings. The mid-week college prayer meeting is identical with the College Hill Church prayer meeting. This service is one of spiritual blessing and inspiration. An early morning devotional service is held each school day. Another prayer meeting is held at noon on each school day, immediately following chapel. These meetings are well attended and highly beneficial.

District Clubs. Students from the various districts of the educational zone maintain separate organizations for the purposes of interesting other young people in attending the college, of assisting in the entertainment of their respective caravans, and of fostering an attitude of friendliness and goodwill between their districts and the college.

Athletic Association. An active, interesting program of intramural athletics is maintained under faculty supervision for both men and women. The Trevecca Athletic Association consists of three societies, Tau Alpha, Tau Beta, and Tau Delta, to which all students are invited to belong for purposes of intramural competition.

Publications

The *Trevecca Messenger* is the official college paper, published by-monthly by the editor in collaboration with the President and the publicity department. It is sent free to all who indicate an interest in receiving it.

Trev-Echoes, the campus newspaper, is published twelve times during the regular school year by a student staff assisted and guided by a faculty member. The college journalism class (English 212) assists the staff in providing materials for publication.

The *Darda* is the college annual, published by a student staff with the assistance and guidance of a faculty sponsor.

Lectureships

John T. Benson Revival. In memory of the late Mr. John T. Benson, Sr., long a supporter and benefactor of Trevecca Nazarene College, his son, Mr. John T. Benson, Jr., of Nashville, has provided a fund which makes possible each year a special series of lectures with an evangelistic emphasis.

Lecturers in this series have been as follows:

1946 Rev. Ernest E. Grosse, pastor, First Church of the Nazarene, Washington, D. C.

1947 Dr. J. B. Chapman, General Superintendent, Church of the Nazarene, Kansas City, Missouri.
1948 Dr. Selden Dee Kelley, Pastor, First Church of the Nazarene, Detroit, Michigan.
1949 Dr. S. S. White, Editor of *The Herald of Holiness*, Kansas City, Missouri.
1951 Dr. Z. T. Johnson, president, Asbury College, Wilmore, Kentucky.
1952 Dr. Basil Miller, author and lecturer, Pasadena, California.
1953 Dr. Samuel Young, General Superintendent, Church of the Nazarene, Kansas City, Missouri.
1954 Dr. Hardy C. Powers, General Superintendent, Church of the Nazarene, Kansas City, Missouri.
1956 Dr. John R. Church, General evangelist, Methodist Church, Winston-Salem, North Carolina.
1957 Rev. Jack Ford, Evangelist, Educator, British Isles.
1958 Rev. D. H. Spencer, missionary to Swaziland, South Africa.
1959 Dr. S. T. Ludwig, General Secretary, Church of the Nazarene, Kansas City, Missouri.
1960 Dr. Ira True, District Superintendent, Mexican District, Pasadena, California.
1961 Rev. John Hall, missionary to Cuba.
1962 Dr. B. V. Seals, District Superintendent, Washington Pacific District, Seattle, Washington.
1963 Rev. Jack Sanders, former pastor, Belfast, Ireland.
1964 Dr. Leon Fisher, Professor of Psychology, Asbury College, Wilmore, Kentucky.

Student Council Lectures. Beginning in the year 1947-48 there has been given under the sponsorship of the Student Advisory Council an annual lecture series with the aim of providing inspiration in various fields of cultural and professional interest. Lecturers in this series have been as follows:

1948 Dean Bertha Munro, Eastern Nazarene College, Wollaston, Massachusetts.
Subjects: "The Bible in Literature" and "The Literature of the Bible."

1949 Dr. Howard H. Hamlin, Surgeon, Chicago, Illinois.
Subject: "Science and Medicine in Missions."

1950 Dr. V. E. Carmichael, Professor of Business Education, Ball State Teachers College, Muncie, Indiana.
Subjects: "The Christian in Business" and "The Business of the Christian."

1951 Mrs. Gertrude Pendergraft Taylor, author and educator, Kansas City, Missouri.
Subject: "A Growing Christian Personality."

1952 Dr. Edward S. Mann, president of Eastern Nazarene College, Wollaston, Massachusetts.
Subjects: "Your Life"; "Your Day."

1953 Dr. Paul T. Culbertson, dean of Pasadena College, Pasadena, California.
Subject: "The Mature Christian."

1955 Dr. John R. Stockton, General Treasurer, Church of the Nazarene, Kansas City, Missouri.
Subject: "Faith and Finance."

1956 Dr. Charles Strickland, District Superintendent, South African District.
Subject: "New Light for a Dark Continent."

1957 Dr. Haldor Lillenas, Song Writer and Publisher, Pasadena, California.
Subjects: "On Wings of Song" and "Journeys Through the Holy Land" (Illustrated).

1958 Mr. J. Fred Parker, Editor of *Conquest,* Kansas City, Missouri.
Subjects: "The Open Door of Journalism" and "The Bulwarks of the Soul."

1959 Dr. C. S. McClain, Registrar, Olivet Nazarene College, Kankakee, Illinois.
Subjects: "The Importance of the Plus in College Life" and "Literary England" (Illustrated).

1960 Mr. Paul E. Wells, Business Manager, Eastern Nazarene College, Wollaston, Massachusetts.
Subjects: "The Christian in Business" and "A Layman Serves the Church."

1961 Mr. Thomas A. Leupp, Mayor, Nampa, Idaho.
Subjects: "The Christian and Community Service" and "The Christian Home."

1962 Dr. Paul Gray, Dentist, Ashland, Kentucky.
Subject: "The Christian Layman."

1963 Dr. Howard Hamlin, Surgeon, Chicago, Illinois.
Subject: "Medical Missions."

1964 Dr. W. Lee Shevel, Jr., Executive with International Business Machines, Poughkeepsie, New York.
Subject: "Guidelines for Christian Living."

Alumni

The Alumni Association has an executive office on the campus, the purpose of which is to enter the names of all former students on the alumni file and to make regular contacts with each member.

Alumni Chapters are being fostered around the world. Each chapter is furnished with a copy of organizational guide lines. These chapters are organized primarily on a geographical basis and are urged to meet once each quarter.

The Booster's Club is sponsored by the Alumni Association. It is open to anyone. Annual membership fee is $5.00.

All former students are urged to send in their names and addresses and/or changes of address to the association's executive office.

Sources of Income

Operation of the college is financed by students' tuition, by special gifts and bequests, and by budgets and voluntary assessments from the various districts comprising the Southeastern Educational Zone of the Church of the Nazarene.

Gifts and bequests are receivable through the president of the college or the chairman of the Board of Trustees.

Financial Information

ALL expenses at Trevecca Nazarene College are kept at a minimum and present charges are considerably lower than those of most other colleges. It is therefore evident that the college cannot be conducted except on a cash basis. Tuition, fees, and room rent for each quarter are due and payable at registration. Students who work on the campus are paid in cash week by week. Expenses for board are arranged by the student according to his own convenience since the college cafeteria honors official meal tickets of small as well as larger denominations. Meal tickets are sold in the business office. Final examinations for a quarter may be withheld from a student who fails to take care of his financial obligations. No diploma, certificate, or degree will be awarded or conferred and no transcript of credits will be issued until all financial obligations to the college are discharged. The college reserves the right to make financial changes between times of publication of statements of tuition and fees.

Tuition and Fees

Matriculation Fee (payable only once) ..... $ 2.00
Registration Fee, each quarter 1.00
General Fees, each quarter 12.00
Tuition
- Academic Instruction, each quarter hour 12.00
  (Beginning Fall 1964)
- Private Instruction in Piano, Voice, or Band Instrument
  - One lesson each week for quarter 20.00
  - Each additional lesson $15.00
- Private Instruction in Organ
  - One lesson each week for quarter 30.00
  - Each additional lesson 20.00

Room and Board

Room, lights, water, heat, each quarter ..... $30.00 to $72.00
Room Deposit (refundable) 10.00
Meals are served in the cafeteria and the T-Room for cash.

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* Off-the-campus students carrying six hours or fewer will be charged half the general fee, besides other necessary fees.

Special Charges

Class Dues (amounts are determined by each class at the beginning of each quarter).

Departmental:

Art fees, each quarter	$ 2.00
Laboratory science fee, each quarter	6.00
Piano rental	5.00
Rental, other instruments	varies with instrument

Graduation fees:

Degree	10.00
Theological diploma	5.00
Junior Theological Certificate	5.00
Cap and gown rental	4.00
Hood	4.00

Service Charges:

Change in registration, after registration day	1.00
Fee for special examination	1.00
Fee for transcript (after first)	1.00
Late registration, first day	1.00
Late registration, each additional day	.25
Late trial schedule*	1.00

Fines (For information regarding fines for irregular absences, see "Attendance at Class and Chapel" under "Scholastic Regulations.")

Refunds

Room Deposits

Room deposits of persons who decide not to enter college may be refunded if called for not later than two weeks after the opening of the fall session. Deposits of those who attend throughout the year are refunded upon the report and recommendation of the head resident in charge of the dormitory in which the student resides, provided refund is requested not later than two weeks after the opening of the fall quarter following.

If a student withdraws for a quarter or more with the intention of returning later, he will need not only to leave his deposit but also to make a definite reservation of room with the dean of student life. However, if the student does not return for the fall quar-

* Trial schedules of classes for a quarter are due three weeks before the registration day for that quarter.

ter following, he must call for his room deposit not later than two weeks after the opening of that quarter.

Changes

A full refund may be received for courses dropped during the change in registration period, less change in registration fee.

Withdrawals

While changes in registration are still permitted, a student may withdraw and receive a full refund, less $5.00, ten days after withdrawal.

No refund for tuition and fees will be given after the close of the change in registration period.

In the event the administration should recommend that a student withdraw, refund may be given as recommended by the administration .

Scholarships

To encourage outstanding scholastic achievement among the students, Trevecca Nazarene College offers a number of awards each year in the form of scholarships and assistantships. These awards are made for a period of one year (three quarters). The total amount of a given scholarship or assistantship is distributed equally to the student's account among the three quarters. No student may hold more than one scholarship at a time, although he may be considered for renewal of a scholarship each year that he meets the eligibility requirements.

Freshman Scholarships. Each year the college offers a number of scholarships to high ranking graduates of accredited high schools. To be eligible for such a scholarship the student must (a) be a member of The Church of the Nazarene; (b) have ranked among the upper twenty per cent of his high school graduating class and have such standing substantiated by College Entrance Examinations Board scores; (c) furnish suitable recommendations for the award from his pastor and from the principal of his high school. The value of the freshman scholarship is $150.00 for a senior in the upper twenty per cent of his high school graduating class. An additional $75.00 is offered to a senior in the upper ten per cent of his hgih school graduating class making the value of the freshman scholarship to such a person $225.00.

Class Scholarships. Awards are made annually at commencement time of scholarships to high ranking students in each of the freshman, sophomore, and junior classes. An average scholarship standing of at least 2.5 for the preceding year is required. (for explanation

of "standing," see "Grades and Scholastic Standing" under "Scholastic Regulations.") A class scholarship has a value of $225.00.

District Scholarships. The Board of Trustees of Trevecca Nazarene College has made special arrangements whereby a district which pays more than 90% of its educational budget may establish a scholarship fund bearing its name to assist students in Trevecca Nazarene College from that district. The amount of the scholarship fund available each year is the amount of the educational budget paid by the district in excess of 90% of the full amount of the educational budget.

North Carolina N. Y. P. S. Scholarship. The N. Y. P. S. of the North Carolina District Church of the Nazarene has deposited some money with Trevecca Nazarene College to assist North Carolina students of promise who have need of financial assistance.

Virginia N. Y. P. S. Scholarship. The N. Y. P. S. of the Virginia District Church of the Nazarene makes possible annually a fund to aid Virginia students of promise who have need of financial assistance.

Assistantships. The college offers a limited number of assistantships annually to sophomore, junior, and senior students of exceptional ability and dependability. Holders of assistanships are expected to render certain services, such as reading papers, assisting in laboratories, or doing other work for administrative officials or chairmen of the divisions of departmental study. The value of these awards is $180.00, and each holder is expected to render five hours service a week for the year.

Application for assistantships should be made to the scholarship committee not later than May 15 of the year preceding that for which the appointment is to be made.

Loan Funds

National Defense Student Loan. Trevecca Nazarene College participates in the National Defense Student Loan Fund Program. The government provides ninety per cent and the college provides ten per cent of the funds available through this program.

United Student Aid. Banks across the country are now lending money as a public service to college students who need help with their college expenses. This service is in cooperation with United Student Aid, a private nonprofit corporation, which endorses these low-cost loans. For every thousand dollars which Trevecca Nazarene College deposits with U. S. A., this corporation will endorse twelve thousand and five hundred dollars in loans to Trevecca upper

classmen. It is customary for students to borrow from their local banks.

Tennessee Educational Loan. The state of Tennessee provides a loan fund service to students from that state similar to United Student Aid. This loan is available to freshmen and upper classmen.

Pickett and Hatcher Educational Fund. This fund was created by the late Claude Adkins Hatcher of Columbus, Georgia, founder of the NEHI Corporation. It is available through its trustees to worthy students who are unable to complete their education without financial assistance and who are enrolled in schools offering "broad liberal training" rather than "strictly professional" education.

Parents may arrange for loan funds for their sons and daughters also through private corporations such as: Educational Funds Inc., Funds for Education Inc., and Insured Tuition Payment Plan.

Loan Funds have been made available to students of Trevecca Nazarene College by friends interested in Christian education. In some cases the loan funds bear the names of the donors. Some of the loan funds were given in memory of relatives or friends and bear the names of the persons in whose memory they were given. Through April 30, 1964, they were as follows:

W. E. Daniels Loan Fund
Kennth Chambers Memorial Loan Fund
Cairo, Georgia, Loan Fund
Julian Wright Pelham Memorial Loan Fund
Major Casey Loan Fund
W. R. Cox Loan Fund
A. L. Luce Loan Fund
Carol Beatty Loan Fund
Alice Scott Loan Fund
Kate Goodrich Memorial Loan Fund
Bertie Karns Ferguson Memorial Loan Fund
Edith Vantrease Loan Fund
Herbert W. Luton Loan Fund
Eva Benson Memorial Loan Fund
C. B. Jernigan Memorial Loan Fund
R. B. Phillips Loan Fund
Minnie Bray Loan Fund
Dale Hemmerly Memorial Loan Fund
Royce Redford Memorial Loan Fund
O. C. Ault Loan Fund
Florida District

Alumni Loan Fund
North Carolina District
West Virginia District
Robert Studt
Tony Holler Memorial Fund

The funds mentioned in the previous paragraph have been loaned a number of times through 1963. Since January 1, 1964, the credit balance in these funds has been kept on deposit with the United Student Aid Funds. Trevecca Nazarene College proposes to continue to deposit with U. S. A. all contributions to loan funds for students until the available loans through U.S.A. has reached an amount deemed necessary to meet the needs of Trevecca students. As the list of these donors grows, it will become necesarry to omit from publication some of the names. After this catalog, Trevecca Nazarene College proposes to publish for a time the name of the donor of a loan fund or the name of the person or organization in memory of which the loan fund was given if the amount is $225.00 or more.

Information concerning loan funds may be obtained from the office of the Director of Student Aid.

Special Funds

John T. Benson Memorial Fund. In memory of the late Mr. John T. Benson, Sr., long a supporter and benefactor of Trevecca Nazarene College, his son, Mr. John T. Benson, Jr., of Nashville, has provided a fund which makes possible each year a special series of lectures with an evangelistic emphasis.

North Carolina, N. Y. P. S. Emergency Fund. The N. Y. P. S. of the North Carolina District Church of the Nazarene has deposited some money with Trevecca Nazarene College to assist North Carolina students who have financial emergencies. It is expected that such students will repay the money used from this fund.

Student Employment

Part-time employment is available to students at the college and in various industries and business establishments in Nashville. Some assistance is rendered by the Director of Student Aid to those who request help in securing work.

Communications concerning employment problems may be addressed to the Director of Student Aid.

Scholastic Regulations and Information

Divisional Organization and Administration

PROSPECTIVE students of Trevecca Nazarene College should early become acquainted with the programs of study and rules and procedures regulating enrollment and class attendance at the institution.

For the purposes of administration the departments of the college are organized under four general divisions, as follows: A. The Division of Languages, Literature, and Fine Arts; B. The Division of Philosophy, Religion, and Christian Education; C. The Division of Science and Mathematics; D. The Division of the Social Studies. Each division is headed by a chairman, and the several divisional chairmen, together with the vice president of the college, the dean of instruction, the librarian, the dean of student life, the director of admissions, the registrar, the director of teacher education, and one additional faculty member, constitute the academic council of the faculty.

Students desiring to pursue studies leading to the Bachelor of Arts degree in languages, literature, music, or speech are registered in the Division of Languages, Literature, and Fine Arts. Other students who are primarily interested in langauges, literature, music, or speech are also registered in this division.

Students desiring to pursue studies leading to the degree of Bachelor of Arts with major in religion, Christian education, or to a diploma or certificate in theology, and ministerial students not working toward a particular degree or certificate, are registered in the Division of Philosophy, Religion, and Christian Education.

Students desiring to pursue studies leading to the degree of Bachelor of Arts with major in mathematics or biology, or whose interests lie in these fields, are registered in the Division of Science and Mathematics.

Students desiring to pursue studies leading to the Bachelor of Arts degree with major in education and psychology or history, and those interested primarily in acquiring a basic understanding of the social studies, are registered in the Division of the Social Studies.

Students, with the exception of ministerial students, who are undecided at the time of registration as to their fields of major interest, are assigned after consultation with the dean of instruction to

one of the divisions for tentative enrollment. Ministerial students similarly undecided are tentatively assigned to the Division of Philosophy, Religion, and Christian Education.

The chairman of the Division of Philosophy, Religion, and Christian Education has responsibility with the assistance of the department heads, for the curricula, instruction, and student guidance in that division, including Theological Diploma students.

In academic matters, the chairmen of The Division of Languages, Literature, and Fine Arts, the Division of Science and Mathematics, and the Division of the Social Studies have responsibility with the assistance of the department heads for the curricula, instruction, and student guidance within their respective divisions, under the advice and supervision of the dean of instruction.

The dean of instruction is the chief administrator of instructional programs of all students who are working toward the degree of Bachelor of Arts with a major in any of the departments in which majors are offered. He also is adviser to students registered in the various courses of study preparatory to professions.

Admission to the College

Students are admitted upon presentation of satisfactory testimonials of character and scholarship in the following ways:

1. *Admission by Certificate.* The candidate for admission to freshman standing may present a certificate of graduation from an accredited high school or academy showing the studies pursued, the time devoted to each subject, and the credits received. A recommendation of the principal of the former high school is desirable. Fifteen units of secondary school work are required, including high school graduation. Exceptions may be adults meeting requirements under item 4 below. This work should include two majors and two minors, or three majors, selected from the following fields: English, mathematics, laboratory science, social studies, and foreign language. One major must be in English. One unit in algebra and one in laboratory science are required. A student deficient in entrance mathematics or laboratory science—not presenting at least one unit of each—will be required to do remedial work. A major consists of three units of work in one field; a minor, of two. An equivalent of eleven solid subjects from the areas listed above will also be acceptable.

An average of C on all academic grades is required. If the grade average is below C, further consideration regarding regular admission can be given if General Educational Development Test scores

averaging fifty are submitted, or if College Entrance Examination Board scores totaling 650 are submitted. American College Test scores are acceptable for this purpose. Trevecca does not require special entrance examinations if the high school transcript is satisfactory; however, all high school seniors looking forward to college are advised to take the college entrance examination, which is available through the high school, since the present trend is to require a college entrance examination of all applicants for college admission.

Prospective students should have their high school credits sent to the registrar not later than September 1. Since many high school offices are not open during the summer the serious applicant for college admission will do well to request the forwarding of his transcript at the time of graduation.

2. *Admission by Examination.* Examinations for students presenting themselves without certificate of graduation are held at the opening of the fall quarter and should be arranged for at least a week in advance.

3. *Admission to Advanced Standing.* Students from other instiitions seeking admission to advanced standing in the college must present evidence of honorable dismissal from the institution last attended and a certificate indicating the previous standing and work accomplished. Such transferred work must average a grade of C to be acceptable.

4. *Admission of Adults.* Applicants who left high school before graduating may be admitted on the USAFI Tests of General Educational Development. In order to be admitted by this method the applicant should be twenty-one years of age, must present evidence of an average score of fifty-five on these tests, and present a transcript showing a minimum of four units of regularly earned high school credits. Applicants who are granted college admission on this basis must take the placement tests for freshmen and do any remedial work indicated by these test scores.

5. *Appliction for Admission.* All students are required, before coming to the college for enrollment, to make application on a regular form which will be sent upon request. Applications may be filed before the date of graduation from high school, but the certificate of acceptance cannot be issued until the college has received a complete official transcript following graduation.

Any student registered conditionally for any reason will be admitted only to provisional standing and will be registered unclassified. Thus registered, a student will be required to pay a fee of

$1.00 for change of classification, unless it shall be provided that proper efforts have been made on his part to meet the requirements.

Students planning to register for the winter, spring, or summer quarter, who have not been registered the previous quarter, must also make application.

Certificate of Acceptance. Upon approval by the administration of a student's application, a certificate of acceptance will be mailed him. (A student not approved will be notified by letter.) The certificate of acceptance must be presented at registration time.

Freshman Orientation and Testing

The pre-registration orientation (see dates in calendar) includes the testing program, group guidance sessions, personal counseling regarding curriculum, and social, recreational, and religious events.

The testing program includes the following: College Qualification Test, English Cooperative Test, Iowa Silent Reading Test, Bible Survey Test, and the Kuder Preference Record. The results of the tests are used for placement in mathematics, English, reading improvement, and Bible. These tests also relate to the guidance program and student evaluation.

Registration

Trial Schedules. All students (except new students) are expected to submit to the registrar, at least three weeks before each registration day, a "trial schedule" of courses for which they expect to enroll. This schedule is made out by the student with the help of the head of his major department and is checked by the registrar, the divisional chairman, and the dean, and approved with any necessary modifications. It is then used as a registration card on registration day. A fine of $1.00 is charged the student for late submission of the trial schedule.

No student will be admitted to a class for which he has not been registered. Courses which run a whole year must be taken entirely in order to count for credit toward graduation. A course once entered may not be dropped, except by permission of the instructor and dean; otherwise discontinued, a mark of F is given the student for it. Changes in registration are not usually allowed after the course has been in progress for one week. All changes are made in the office of the registrar.

Full credit for courses taken is allowed only when the student registers within two weeks after registration day, or, in case of the summer sessions, within one week after registration. Such late regis-

trant, however, should not expect to carry a full load. No refund is made for courses dropped after two weeks.

Classification

Students are classified at the beginning of each quarter on the basis of work already completed. The grade of work in terms of quality points (see "Grades and Scholastic Standing," below) is also taken into consideration.

Full-time college students—those who are enrolled for at least twelve hours of work leading toward a degree—are classified according to previously completed credits and quality points as follows:

Freshman: Approved entrance credit.

Sophomore: Not fewer than 45 quarter hours of college credit and 45 quality points plus any number of penalty hours.

Junior: Not fewer than 92 quarter hours and 92 quality points plus any number of penalty hours.

Senior: Not fewer than 140 quarter hours and 140 quality points plus any number of penalty hours.

Students who cannot be classified in these categories of regular students are designated as follows:

Part-time: Currently enrolled for fewer than twelve hours of work for college credit, with the exception of seniors who may lack less than that minimum load of meeting graduation requirements in the given year.

Special: Any adult taking fragmentary work not for college credit, those who are in the process of taking entrance or other examinations, and those whose registration for any reason is conditional.

Grades and Scholastic Standing

Standing in courses is indicated by the passing grades of A, superior; B, above average; C, average; D, below average. A grade of E indicates that work for the course is incomplete. An E must be cleared within the following quarter. F is a failing grade and is not subject to change. Numerical values, called quality points, are assigned to the letter grades, according to the following scales: A, 3 points; B, 2 points; C, 1 point; D, 0 points; F, −1 point. For graduation, 192 hours and 192 quality points are required, with an average standing of at least 1.5 in major courses.

The student's standing is based on the ratio of his total hours to his total quality points. A student failing to maintain a standing of 1.0 for a quarter is placed on probation for the following quarter. No student who fails in any subject will be allowed to fill any

major office the following quarter.* One must have an average of 1.5 to be approved for election to major offices except for presidents of departmental clubs where an average of C is required. Students who make 40 or more quality points in any one quarter will be placed on the academic honor roll and will enjoy certain privileges and distinctions in keeping with this standing. Any student receiving F in six or more hours, or any full-time student making fewer than five quality points in any one quarter forfeits his right to reregister. Students serving the college as official representatives in any capacity must have a standing of at least 1.0 and approval of the faculty committee on social life.

Limitation of Student Load

The average load is 16 hours; the maximum, 18 hours. A student may not register for 17 hours unless his average for the preceding quarter was at least B and unless he has failed in no course, or for 18 hours unless his standing for the previous quarter was as much as 2.5. Students entering late are limited in the number of hours carried, and students who do industrial work are also limited according to the amount of work and the level of ability.

Exceptions to the load limitation regulations will be made only by majority vote of the faculty academic council.

Examinations

A final quarter examination is required in each course except as noted under "Grades and Scholastic Standing"; also with the exception of graduating seniors in the final quarter if they have made a grade of C during the quarter.

Tests and examinations must be taken at regular times. If for valid reasons a student has missed a test or examination he may be permitted to take a special test or examination by permission of the instructor and by payment of one dollar for a permit at the dean's office.

Correspondence Work

Students are not permitted to register for correspondence courses in other institutions without the approval of the dean and the registrar. The college reserves the right to reject any courses submitted

* The following are major student officers: Editors and business managers of the college yearbook and student newspaper; presidents of classes, departmental clubs, Christian service associations, and scholastic honor societies; president, vice president, and secretary of the Student Advisory Council, and president of the Trevecca Athletic Association.

which were not first approved, and, in line with our regular practice, courses averaging below C will not be accepted at any time.

Attendance at Class and Chapel

Prompt attendance at class and at chapel exercises is expected of all students. Absence preceding or following a holiday period is punishable by a fine of two dollars for each day missed. This rule applies to the Easter season and other times when the college may not observe a holiday, as well as to regular holiday periods. Students missing classes at the beginning of a new quarter are fined similarly and in addition pay any accumulated late registration fee (see p. 28). It is assumed that a student has not attended classes prior to the time of registration.

A student may not be absent more times during the quarter than the number of hours his classes and chapel meet each week. Students not in chapel seats at the beginning of the first song are marked tardy; those not present by 11:15 and those who leave before the close of the service are usually marked absent. Absences and tardiness are cumulative for the quarter. A student who exceeds his allowed quota of absences will lose an hour of work for each eight absences beyond the quota. Tardiness is reckoned at one-third the rate of absences. Penalty hours are deducted from classes in which the majority of absences occur.

One half hour of credit is given for satisfactory chapel attendance each quarter. A total of six hours may be earned in this manner. This is based on the idea that chapel constitutes an integral part of the curriculum. Chapel messages and lectures are subject to a long range plan which endeavors to meet the needs of the students.

The main purpose of college life is to acquire an education, and it is assumed at Trevecca Nazarene College that responsibility in the fulfillment of obligations is a vital part of the educational process.

Scholastic Honors

Graduating Honors. Students of high scholastic standing who have displayed during their school life qualities of character in keeping with the ideals of the college may be eligible to graduate with honors, according to the following criteria for each honor rank:

Cum Laude—representing an average standing for the four years' course of at least 2.5.

Magna Cum Laude—representing a standing of at least 2.7.

Summa Cum Laude--representing a standing of 2.9.

Phi Delta Lambda. This is the designation of the national honor society of the colleges of the Church of the Nazarene. Each college of the denomination maintains a chapter of the society, the chapter at Trevecca Nazarene College being called the Zeta. Graduates of the college with an average standing of 2.5 are eligible for election to membership in the Zeta chapter. Elections are held each year during the commencement period.

Trevecca Nazarene College Honor Society. Under the sponsorship of the Zeta chapter of Phi Delta Lambda, there is maintained at the college a scholastic honor society, membership in which is determined on the basis of one year's scholarship. The minimum standing required is 2.5. Members are elected during the commencement season for the succeeding year, from those students with the required standing who have carried for each of the three preceding quarters at least 12 hours of class work.

Scholarships

(See "Financial Information.")

Withdrawals from the College

In case withdrawal is necessary before the end of a quarter, the student must obtain a permit from the president of the college. Withdrawal conditions are not complete until proper arrangements have been made in the registrar's and bookkeeper's offices. These steps are necessary in order to insure the student a clear record with the college.

Curricula

TREVECCA NAZARENE COLLEGE is authorized under the laws of the state of Tennessee to confer the degree of Bachelor of Arts. Curricula are provided leading to this degree and to certain certificates and diplomas in the field of religion. Systematic programs of study preparatory to a number of professions for which the college does not give training are also provided.

Arts and Sciences Curriculum

The Degree of Bachelor of Arts

The degree of Bachelor of Arts is conferred upon successful completion of 192 quarter hours together with 192 quality points, in undergraduate courses, requiring normally a period of four years. At least the senior year's study must be done in residence at Trevecca Nazarene College. Students who complete graduation requirements in the summer session may choose a partial graduation at the previous June commencement or a complete graduation the following June.

Admission to Candidacy

A student meeting all requirements for unconditional registration with regular college classification, and signifying to the dean a choice of major and minor fields, may be approved as a candidate for the degree of Bachelor of Arts.

Distribution of Courses

The curriculum leading to the degree comprises work in all of the four divisions of departmental study: A. Languages, Literature, and Fine Arts; B. Philosophy, Religion, and Christian Education; C. Science and Mathematics; D. The Social Studies. Provision is also made to secure balance and an increasing specialization in the student's program through organization of the courses into two levels of study known as the Lower Division and the Upper Division. In the Lower Division emphasis is placed upon giving broad, general training and upon laying a proper foundation for more advanced work. In the Upper Division emphasis centers in the major and minor fields.

Lower Division Requirements

To complete Lower Division requirements, a minimum of 96 quarter hours and 96 quality points is necessary. Below is an outline of courses included in this group of requirements:

		Hours
A. Division of Languages, Literature, and Fine Arts		29–38
English 101-2-3 and 201-2-3	18	
Foreign Language*	9–18	
Library Science 101	2	
B. Division of Philosophy, Religion, and Christian Education		17
Biblical Literature 101-2-3	9	
Introduction to Christian Education 201	2	
Christian Doctrine 201-2-3	6	
C. Division of Science and Mathematics		15
Mathematics 101	3	
Laboratory Science** 101-2-3	12	
D. Division of Social Studies		20–21
History 101-2-3, Economics 101-2-3, or History 201-2-3	9	
Physical Education 101-2	1–2	
Psychology 101, 190	3	
Social Study elective	3	
Sociology 190	3	
Electives selected from 100's and 200's to total 96 hours.		

Upper Division Requirements

Only students who have completed the requirements of the Lower Division are entitled to register for Upper Division courses. Upper Division courses are those numbering in the 300's and 400's.

Requirements in the Upper Division include the following:

1. *Completion of a major* in one of the departments offering major study: English, music, religion, Christian education, biological science, mathematics, education-psychology, and history. The requirement in quarter hours varies among the departments. See departmental requirements under "Description of Courses."

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* Students who offer for entrance two years in one foreign language, with recommended grades, may meet the graduation requirement by an additional 9 hours in the same language or 18 hours in another beginning language. Foreign languages are not required of majors in Education and Psychology and in Christian Education.

** A student deficient in entrance mathematics or laboratory science will be required to do remedial mathematics or laboratory science before being admitted to such college courses.

The major program must follow in regular sequence the courses in the Lower Division which serve as a preparation for the majors.

The student's choice of his major must be approved by the chairman of the division in which his major department rests. The student's adviser is the head of the department in which he is majoring. For graduation an average standing of at least 1.5 in major courses is required.

2. *Completion of a minor* of at least 24 quarter hours of courses in a department closely related to the major, approved in the same way as is the major. Minors may be selected from the fields in which majors are offered as well as in speech, modern languages, and economics.

Students preparing for the teaching profession may arrange their electives in two or more minors of 18 hours each. They are advised to become acquainted with the requirements for teacher certification in their several states. A minor in education is an appropriate election in case the requirements enumerated in this section can still be met by so doing.

3. *A course in Masterpieces of Art, Music, and Thought** (Humanities 301-2-3, two hours each quarter.)

4. *Elective courses* to complete the total requirements of 192 hours, selected from Upper and Lower Divisions under the direction of the major adviser with the approval of the division chairman and the dean of instruction.

5. *A proficiency test in English* to be taken during the first quarter of the junior year, and if necessary to be followed up with remedial work.

6. *Graduate Record Examinations* are given during the winter quarter to all prospective graduates.

7. *Comprehensive examinations* in the major and minor fields of study. These oral examinations are offered during the third quarter of the senior year.

General Education

Trevecca Nazarene College is in process of studying its curriculum with the view to making its training more effective in meeting the needs of contemporary life. Under the careful consideration of the faculty, a number of courses are being offered which will give all students certain common experiences and insights essential for individual adaptation to community living. In these courses, general in scope but specific in detailed content, the personality is of major

* Music 101-2-3 may be substituted for students except music majors and minors. Philosophy 201-2-3 may be substituted except for religion majors.

concern. The contemporary world also, with its problems, its concepts and its values, is examined in the background of other times, concepts, and values. Thus it is hoped that the student may be brought to develop his ideas and judgments and to use his total powers toward the end of producing needed modifications in his own personality and in the life of his times.

Courses of Study Preparatory to Professions

Trevecca Nazarene College offers basic work in several fields which give the preliminary training required for entrance to some types of professional schools.

Below are suggested programs on the freshman and sophomore levels which may serve as guides to those who contemplate such professional training. Entrance requirements of the various professional schools are not uniform. Therefore it is essential that each student secure a copy of the catalog of the institution in which he expects to take his advanced training and acquaint himself with the specific requirements. The dean, the registrar, and other members of the faculty are prepared to render some assistance to anyone wishing advice in such matters.

Students desiring elementary certificates in the several states should secure lists of the certification requirements in their respective states and, with the advice of the faculty of the department of education and psychology, plan their programs toward meeting these requirements.

Preparation for the Study of Nursing

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
Hist. 101-2-3 or Econ. 101-2-3	9	Psychology 201	3
Chemistry 101-2-3	12	Foreign Language 201-2-3	9
Foreign Language 101-2-3	9	Introduction to Science 101-2-3	12
Bibl. lit. 101-2-3	9	Biological Science 301-2	8
Library Science 101	2	Mathematics 101	3
Phys. Ed	1-2	Sociology 190	3
Psychology 101	1		

Preparation for the Study of Medicine

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
History 201-2-3	9	Chemistry 101-2-3	12
Introduction to Science 101-2-3	12	Foreign Language 201-2-3	9
Foreign Language 101-2-3	9	Psychology 201	3
Bibl. Lit. 101-2-3	9	Mathematics 101	3
Library Science 101	2	Biological Science 301-2-3	12
Phys. Ed.	1-2	Sociology 190	3
Psychology 101	1		

Avocational Certificate Curricula—Christian Education

In cooperation with the Department of Church Schools of the Church of the Nazarene the college has arranged the following curricula for students interested in an integrated program of Christian education courses. The courses may be taken along with the students' regular studies toward the Bachelor's degree. Students completing these curricula are awarded Certificates of Progress, presented annually at a special chapel service.

In addition to the certificates awarded for completion of the avocational curricula, Christian Service Training credit cards are given jointly by the college and the Department of Church Schools of the denomination, for completion of college courses parallel to courses listed in the *Manual* of the Commission on Christian Service Training of the Church of the Nazarene.

These courses are important for all students who expect to be active in any type of Christian service, ministerial or lay.

Pastors, Sunday School Superintendents	*Hours*
Bible and Doctrine	12
Christian Educational Program in the Local Church	6
General Methods of Christian Education	6
Church School Administration	6
	30

Sunday School Teachers	
Bible and Doctrine	12
Christian Educational Program in the Local Church	6
General Methods of Christian Education	6
Age Group Specialization	6
	30

Preparation for Graduate Study

Requirements for graduation from Trevecca Nazarene College with the Bachelor of Arts degree normally include those for admission to graduate standing in the various universities. However, admission requirements to the graduate schools vary in certain respects, and it is therefore advisable that students expecting to pursue advanced studies acquaint themselves with the exact admissions policies and standards of the universities which they anticipate entering.

CAUTION !
RADIATION
AREA

Curriculum in Religion

Preparation for Christian Service

TREVECCA NAZARENE COLLEGE offers several programs of study to meet the needs of students called to the ministry or other service in the fields of music or Christian Education.

Programs of Study for the Ministry

For those preparing for the ministry there are two plans of study—the Bachelor of Arts Degree with a major in religion and the two-year College Theological Diploma course.

Bachelor of Arts Degree with a major in Religion—This is the recommended course for most young people wishing to prepare for the ministry. It combines the advantages of a liberal arts education with ministerial preparation. It also furnishes the preferred background for admission to Nazarene Theological Seminary. The following religion subjects are required: Bible Survey (9 hours), Advanced Bible (6 hours), Christian Doctrine (6 hours), Christian Theology (9 hours), Doctrine of Holiness (6 hours), Introduction to Christian Education (2 hours), Courses in Philosophy (9 hours), Homiletics (6 hours), Pastoral Theology (6 hours), Church History or Nazarene Church History (9 hours), and Chapel (6 hours). The student wishing to strengthen further his practical preparation may elect a Christian Education minor. Many of the liberal arts courses are also vital in ministerial preparation.

College Theological Diploma Course—This is a two-year program designed to complete most of the requirements for ordination. Since on the district credit is allowed for certain high school subjects, this program approximates the *Manual* requirements. Ninety-six quarter hours with an average of "C" are required. The following courses must be included:

	Hours
Written & Oral Comm. 101-2-3	9
Biblical Literature 101-2-3	9
Theology 201-2-3	6
Theology 401-2-3	9
Theology 404-5-6	6
Practical Theology 371-2-3	6
Practical Theology 411-12-13	6
Practical Theology 414	3
Practical Theology 415-16-17	3
Church History 301-2-3	9
Church History 311-12	6
Christian Education	6
Any 8 hours of the following courses:	
Biblical Literature 301-2-3	
Biblical Literature 304-5-6	
Biblical Literature 401-2-3	
Biblical Literature 407	

Program of Study for Laymen

The following plans of study will interest those not called to fulltime preaching or mission work but desiring to prepare for efficient Christian service in another area.

Bachelor of Arts Degree with a major in Christian Education—The Church of the Nazarene offers many opportunities for well-trained people in Christian education and youth work. A major in Christian Education, with a minor in Religion or Church Music, will provide a good background for a full-time position in a church using only one assistant to the pastor. Others may major in education with Christian Education as a minor, qualifying for part-time service in smaller churches.

Bachelor of Arts Degree with a major in Church Music—A student with an interest in music and a desire to serve God and the church should probably major in Church Music. He might minor in Christian Education or Religion so as to qualify also as Director of Youth Work or of Christian Education. For further information on Church Music see pages 58 and 59. Information on the Christian Education and Religion minors will be found on pages 71 and 66 respectively.

Opportunities for Practical Experience in Christian Service

The idea that the student can best learn how to do Christian work in a program combining classroom training and practical experience has characterized Trevecca Nazarene College from its earliest days. In addition to the usual opportunities for experience in church work provided by some thirty churches in the greater Nashville area and the possibility of weekend services farther away, Trevecca provides through its Christian Workers Association an opportunity for experience in doing many forms of Christian work. The C. W. A. is a well organized student organization working under the direction of a faculty advisor. Students interested in evangelism will find many opportunities for service, such as street meetings, workhouses, Juvenile Court, Tennessee Vocational School, and the state penitentiary. Other departments of the C. W. A. provide opportunity for experience in children's work, personal soul-winning, the ministry of consolation, and hospital visitation. The organization sends workers each week to two hospitals and two rest homes.

Each year Trevecca students minister to hundreds of people. The annual report indicates that approximately a thousand persons are definitely converted or otherwise helped spiritually during a school year. The scores of Trevecca students who participate also receive spiritual strength and valuable experience for future service.

Courses of Instruction

Grouping of Departments in Divisions

A. Languages, Literature, and Fine Arts
- I. Ancient Languages
- II. English Language and Literature*
- III. Library Science
- IV. French Language and Literature
- V. Spanish Language and Literature
- VI. Music*
- VII. Speech

B. Philosophy, Religion, and Christian Education
- VIII. Religion*
- IX. Philosophy
- X. Christian Education*

C. Science and Mathematics
- XI. Biological Science*
- XII. Chemistry
- XIII. Physics
- XIV. Mathematics*

D. Social Studies
- XV. Economics
- XVI. Education and Psychology*
- XVII. Geography
- XVIII. History and Political Science*
- XIX. Sociology

Interdepartmental Courses

Explanations

Courses are generally numbered from 100 through the 400's in an upward gradation of difficulty corresponding roughly with the freshman, sophomore, junior, and senior years. Upper Division courses are those numbering in the 300's and 400's. Courses numbered below 100 are on a pre-college level and may not be taken for college credit.

In most cases the courses to be offered alternately are so indicated in the descriptions of the courses. However, in any year the college reserves the right to discontinue any course for which there is insufficient registration, or to make any other changes which are deemed necessary.

* Departments in which majors may be earned. Other groups are called departments for the purpose of organization of courses.

Description of Courses

A. Division of Languages, Literature, and Fine Arts

Chairman, Dr. Childers

Courses in this division include the humanities, and are designed not only for practical use but also to foster full development of the personality. It is a basic tenet of the institution that the fullest expression of personality can only be achieved in a vital Christian experience. The study of the humanities is an effective aid in accomplishing this end.

Interdepartmental Course in the Humanities

Humanities 301-2-3. Masterpieces of Art, Music, and Thought. A fused course designed to build an understanding and appreciation of art and music around nuclei of dominant ideas in broad cultural areas. (2) each quarter.

I. Department of Ancient Languages

Mr. Redford, Dr. Childers

(See Division of Philosophy, Religion, and Christian Education)

II. Department of English Language and Literature

Dr. Childers, Miss Person, Mrs. Phillips, Mrs. Blanchard

Departmental Major. All courses numbering above 200 may be counted on the 36 hours required for a major unless exceptions are given. English and American literature are required. A student may major in English with some emphasis in speech, allowing up to 18 hours of upper division speech.
Departmental Minor. Students shall have at least 24 hours from courses numbering above 200, including English and American literature.

100. Fundamentals of Language. A basic course meeting four hours each week, designed to provide added proficiency in grammar, spelling, punctuation, sentence structure. (4) Each quarter.

101-2-3. Written and Oral Communication. 101 — Written Communication, a basic course in writing designed to give students acquaintance with and practice in the various forms of written composition. 102—Oral Communication, a basic course in speech, giving attention to both speech fundamentals and practice in speaking, public reading, and reciting. 103—Grammar and Usage, a course in the fundamentals of English grammar and usage with special emphasis on such elements as sentence structure, punctuation, capitalization, diction, and others. These courses are prerequisite to all other courses in English and Speech numbering 200 and above. (3) Each quarter.

201-2-3. Masterpieces of World Literature. Designed to give all students an appreciative acquaintance with the greatest writings in all outstanding cultures. (3) Each quarter.

211. Children's Literature. A survey of children's literature in preparation for grade teaching and children's librarianship, with reading in children's literature. Identical with Speech 211. (3) Spring and summer quarters. Does not count on English major or minor.

212-13-14. Elementary Journalism. Classification of types of news stories and articles and analysis of the various kinds of news writing; practice in writing and management of local college publications. (2) Each quarter. Does not count on English major or minor.

301-2-3. English Literature. A survey of the field of English literature, with accompanying readings and reports. (2) Each quarter.

304-5-6. American Literature. A survey reading course covering the literature of the United States from the colonial period to the present time. (2) Each quarter.

307. Shakespeare. A study of the life and leading plays of Shakespeare. Use is made of recordings of several plays. (3) Alternate years, winter quarter.

310. The Bible as Literature. A study of the various forms of literature found in the Old and New Testaments. (3) Alternate years, fall quarter.

311. Advanced Grammar. An intensive study of the essentials of modern English grammar designed to aid the teacher in the understanding and teaching of English grammar. (3) Alternate years, spring quarter, and alternate summers.

312. Victorian Poetry. A study of the major Victorian poets with special emphasis on Tennyson and Browning. (3) Alternate years, spring quarter.

313. Advanced English Usage. A thorough study of the mechanics of correct writing, covering such topics as sentence structure, punctuation, capitalization, diction, and others; especially intended for teachers. (3) Alternate years, spring quarter and alternate summers.

314. Literature of the Romantic Period. An examination into the influences ushering in the Romantic Movement and extensive reading in the works of both prose and verse writers of the period. (3) Winter quarter, alternate years.

315. Milton and His Age. A study of the major seventeenth century writers with special emphasis on Milton. (3) Alternate years, spring quarter.

404. History of the English Language. A study of the development of modern English from its earlier forms, showing its relation to the other languages of the Indo-European family. (3) Alternate years, winter quarter.

406. The Novel. A study of the novel, emphasizing its development, structure, and types. Representative novels and novels by the major writers are read. (3) Alternate years, fall quarter.

407. Interpretation of Literature. A critical study of the various literary forms, emphasizing structure, language, and content. Illustrative literary works are read. (3) Alternate years, winter quarter.

411-12-13. Honors Course in Writing. Open to the editor and business manager of the *Darda* and the editor of *Trev-Echoes* who have received credit in a previous year in English 212-13-14. (1) Each quarter.

99, 100. Reading Improvement. A course designed to strengthen students' reading ability. Total credit allowed—2. (1) Each quarter.

Typical Freshman and Sophomore Courses for a Minor in English

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
French 101-2-3	9	French 201-2-3	9
History 101-2-3	9	History 301-2-3	9
Physical Education 101-2	1-2	Introduction to Science 101-2-3 or	
Psychology 101, 190	4	Chemistry 101-2-3	12
Mathematics 101	3	Social study elective	3
Library Science 101	2	Theology 201-2-3	6
Sociology 190			
Christian Education 201	2		

III. Department of Library Science

Mrs. Mackey, Mr. Jernigan

101. The Use of the Library. Designed to teach all college students the use of books and libraries. Includes instruction in locating materials by the use of the card catalog, Dewey Decimal System of Classification, and examination of the most frequently used reference books. (2) Each quarter.

201. Materials and Equipment of the Library. A study of the basic book collection, non-book material, housing and equipment. Emphasis is given to preparation of bibliography and evaluation of books. (2) Fall quarter.

202. Organization and Administration of the Library. Includes the principles and objectives of the library; technical processes such as ordering, accessioning, loan systems, care and repair of books, and preparation of books for the shelves. (2) Winter quarter.

203. Selection and Use of Library Materials. A study of how materials are selected, by whom selected, and their value to the student. (2) Spring quarter.

IV. Department of French Language and Literature

Mrs. Phillips

101-2-3. Elementary French. A careful study of the rules of grammar, practice in pronunciation, and drill in speaking and writing French. (3) Each quarter.

201-2-3. Intermediate French. A continued study of the essentials of grammar with drill in vocabulary and conversation; translation from well-known French authors. Prerequisite, French 101-2-3. (3) Each quarter.

V. Department of Spanish Language and Literature

Mr. Costa

101-2-3. Elementary Spanish. Study of grammar, reading, translation. Emphasis is placed on understanding spoken Spanish and on drills in reading and speaking the language. (3) Each quarter.

201-2-3. Intermediate Spanish. Prerequisite: Spanish 101-2-3 or two years of high school Spanish. Review of the fundamentals of grammar, and work

in vocabulary building. Readings from Spanish authors, more advanced practice in translation, composition, and the spoken language. (3) Each quarter.

301-2-3. Survey of Spanish Literature. Prerequisite: Spanish 201-2-3. Part of the lectures in Spanish. Oral discussions and written reports in Spanish. Study of representative works of Spanish literature in order to develop an appreciation for their literary values. (3) Each quarter.

VI. Department of Music

Mr. Unruh, Miss McClain, Mrs. Dodson, Mr. Van Hook

Departmental Major. A departmental major consists of 36 hours of music courses numbering above 200 and 12 hours of applied work in piano or voice at the college level, except in the case of an applied major, where 6 additional applied hours are required. Students electing a music major shall choose a field of emphasis which may be applied music (piano or voice), music education, or church music. In addition to meeting general college admission requirements as outlined elsewhere in this catalog, prospects for majors must demonstrate on entrance a degree of proficiency in an applied field sufficient to satisfy the music faculty as the applicant's ability to do college-level work (see *Applied Music* below).

Required courses for all music majors include: 101-2-3 (101 may be omitted upon completion of a satisfactory proficiency examination), 151-2-3, 201-2-3, 351-2-3, and 131-133ab (applied field), plus two years' experience in an ensemble group.

In addition, majors in applied music are required to take courses 251-2-3, 301-2-3, and 431ab-2ab-3ab. Majors in music education are required to take courses 270-1, 301-2-3, 386-7, and 471. Majors in church music are required to take courses 211-12-13, 251-2-3, 270-1, 388, 411.

Departmental minor. A departmental minor consists of 24 hours of music courses (plus Music 101-2-3), and 6 hours of applied work (piano, voice, or brass) at the college level. Required courses for music minors include 101-2-3, (101 may be omitted upon conditions listed above), 151-2-3, 201-2-3, plus nine additional hours chosen in consultation with the music faculty. Two years experience in an ensemble group is required also.

General requirements for the department. All majors and minors are required to attend recitals sponsored by the Department of Fine Arts, including studio recitals. All majors are required to participate in a senior recital, and minors may elect to do so. All minors must participate in at least on public recital. Music majors and minors are forbidden to study privately with a teacher not on the staff of the college except with special permission. Private lessons missed will not be made up except in the case of illness or unavoidable circumstances on the part of the student. A student missing more than two lessons or falling behind in his practice should expect to find it difficult to atttain credit for that quarter's work. Strict check is made on practice hours of all applied students.

a. Applied Music

Lessons are given in piano, voice, organ, and trumpet, with majors being offered in the first two fields. Special arrangements can be made for students of advanced ability in other applied fields to study accordingly.

Music majors and minors receive one hour of credit for one individual lesson and a minimum of five hours practice per week per quarter, except applied music majors who are required to practice at least eight hours a week. For two individual lessons and a minimum of 10 hours practice per week (12 hours for applied majors) two hours credit may be received. A student majoring in applied music normally takes one private lesson per week per quarter during the freshman and sophomore years, and two lessons per week per quarter during the junior and senior years. Other music majors normally take one lesson per quarter throughout their four years of college work.

Placement examinations for all freshmen desiring credit in any applied field are held during freshman orientation week activities. Placement of other students is determined at each quarterly examination. All applied fields use the same numbering system to indicate levels of achievement, being differentiated by the use of letters before the numbers (P-piano, V-voice, O-organ, T-trumpet).

A student who is not majoring or minoring in music but who is able to meet the college level requirement may receive one-half hour credit for one individual lesson and a minimum of five hours practice per week per quarter.

The completion of a major in applied music is permitted only to students of exceptional talent and proficiency. Therefore the student's choice of an applied field as a major does not necessarily assure his completion of the major. A partial recital presented in the junior year is required of each person desiring completion of an applied music major. In the final year each candidate for this major must present a complete senior recital.

Piano. A student expecting to receive college credit for piano should have had a good technical foundation including scales and such technical studies as Hannon, *The Virtuoso Pianist;* Czerny, Op. 299: Heller, Progressive Studies Op. 45-7, etc. He should have studied a varied repertoire, including compositions by the standard composers comparable in difficulty to Bach 2-part inventions, movements from the easier Beethoven sonatas, Mozart sonatinas, Chopin waltzes and preludes, or Mendelssohn's *Songs Without Words.* He should have some ability at sight reading and should have acquired systematic habits of practice.

Any student enrolled in Trevecca Nazarene College has the privilege of studying piano whether or not he is able to receive credit. Private instruction in evangelistic playing is given to students who desire it, as well as instruction to a limited number of beginners. The number of openings for such lessons is dependent on the teaching load of the individual instructor.

P31-40. No college credit. All students not receiving credit begin with P31 and advance numerically per quarter until they cease studying or achieve college standing.

P131-2-3. First year college level piano study. Includes technical work in major and minor scales, diminished arpeggios, broken chords, selected etudes, and classical works. (1) Each quarter.

P231-2-3. Second year college level piano study. More advanced work in major and minor and dominant arpeggios. Technical studies; compositions by classical composers. (1) Each quarter.

P331ab-2ab-3ab. Third year college level piano study. Study of scales in thirds, sixths, and tenths; variety of touches and dynamic levels. Advanced technical studies such as Clementi's *Gradus ad Parnassum,* Chopin etudes, etc. Compositions by classical composers. (2) Each quarter.

P431ab-2ab-3ab. Fourth year college level piano study. Study of scales in double thirds and octaves; continuing advanced technical studies and pieces from the year preceding, including one movement from a concerto. (2) Each quarter.

Organ 031-40. No college credit is given for organ. A student expecting to begin organ lessons must demonstrate proficiency on the piano sufficient to satisfy the instructor of his ability to take up the organ. A beginning method book such as the one by Steiner is used, with emphasis on use of the pedals, various stops, manual touches, etc. Special emphasis is given to the playing of church music—congregational songs, solo work (offertories, preludes, etc.) and accompaniments.

Voice Concentration—Private or Class.

Entrance requirement: Prerequisites for entering the four-year course are general knowledge of music and the ability to sing simple songs on pitch (preferably the simple classics). The student should also have some knowledge of piano. During the freshman and sophomore years one private lesson per week is normally taken. During the junior and senior years two lessons are required.

V31-40. No college credit. All students not receiving credit begin with V31 and advance numerically per quarter until they cease studying or achieve college standing. Class voice.

V131-2-3. A study of simple art songs and classics. Simple language songs may be included. Arpeggios and scales are a part of the vocalizes. The student is expected to participate in studio or public recitals. Class or private.

V231-2-3. Same as above except there is more advanced vocalizes, simple oratorio, and operatic arias. Private.

V331ab-2ab-3ab. Normally two lessons a week are taken. The repertoire includes sacred classics and oratorio roles, language songs in French, German, and Italian, and a joint junior recital during winter or spring quarter. Private.

V431ab-2ab-3ab. Vocalizes emphasizing rhythm, scales, arpeggios of more difficult studies. May include entire song cycles (like Schubert's vocal album). Entire roles in oratorio and operas. Degree recital is presented in last quarter.

Trumpet—Private.

Students receiving college credit for trumpet should have a good technical foundation including scales, proper embrochure, single, double, and triple, and extended work in Arban's method book.

T31-40. No credit.

T131-2-3. First year credit.

T231-2-3. Second year credit.

b. Music Theory

101-2-3. Music Fundamentals. A general introductory music course required of all music majors and minors, and open to all students. Includes elementary theory, conducting, and music history, and appreciation. (2) Each quarter.

151-2-3. Sight Singing and Ear Training. A course designed to develop ability in these areas, with exercises in the singing and hearing of intervals,

melodies, various rhythmic patterns. Special emphasis is given to dictation. Prerequisite, Music 101-2-3 or background equivalent. (2) Each quarter.

201-2-3. Elementary Harmony. An introductory theory course which introduces the study of chords, their classification and use, based on 18th century practice. Prerequisite, Music 101-2-3 or background equivalent. (3) Each quarter.

251-2-3. Advanced Solfeggio. Furnishes additional practice in sight singing and ear training. Prerequisite, 151-2-3. (1) Each quarter, alternate years.

301-2-3. Advanced Harmony. Advanced theory course based on the contrapuntal techniques of the 17th and 18th centuries. Prerequisite, 201-2-3. (3) Each quarter, alternate years.

c. Music Education

270-1. Conducting. Basic principles in orchestral and choral conducting; development of conducting skills through laboratory experience. Group and individual practice with varied musical materials. Prerequisite, 101-2-3. (2) Winter and spring quarters.

351-2-3. Music History and Appreciation. A course open to all students. The history of music is treated chronologically, from the ancient Greek music down to the music of the present. The course is designed to acquaint the student with periods and styles, from the late Middle Ages through the Renaissance, Baroque, Classical, Romantic, and Modern periods, and the composers who lived and worked in them. (3) Each quarter, alternate years.

386. Music Methods in the Elementary Grades. A study of methods and materials which have been successfully used in the elementary grades. Prerequisite, 101-2-3. (3) Fall quarter.

387. Methods of Choral and Instrumental Music. Designed to familiarize prospective teachers with well tested procedures and materials for junior and senior high school groups. (3) Spring quarter.

471. Orchestration. A study of the instruments used in band and orchestral work, with emphasis on arranging music for various instrumental groups. (3) Spring quarter, alternate years.

d. Church Music

211. Nazarene Church Music. (For non-music majors or minors.) A study of Nazarene Church Music with a strong emphasis on hymn selecting, song leading, and music fundamentals. (2) Fall quarter.

212. Introduction to Church Music. A study of attitudes toward and concepts of church music. Basic factors in church music, and major forms of worship are dealt with. (2) Winter quarter.

213. Hymnology. A study of the development of Christian poetic hymnology, its theology and musical influences and applications. Practical training is given in analysis and use of hymns in religious services. (2) Spring quarter.

388. Methods of Church Music. A study of the various types of music found in church services and their effective use. A survey is also made of sacred choral literature with some attention to arranging music for choirs. Prerequisites, 201-2-3, 211-12-13, and 270-1. (3) Fall quarter.

411. Field Work in Directing Music. A practical course involving assignment to a church for training as a song director. Prerequisite, 388. (1) Winter or spring quarter.

e. Ensemble

Membership in all ensembles is open to all full-time students by audition only. A minimum grade average of 1.0 is necessary for membership in any traveling group.

B121. Brass Choir. (½) Each quarter, meeting two hours weekly.

M121. Men's Glee Club. (½) Each quarter, meeting two hours weekly.

W121. Treble-Tone Choir. (½) Each quarter, meeting two hours weekly.

A121. A Cappella Choir. (1) Each quarter, meeting three hours weekly.

Typical Freshman and Sophomore Courses for a Major in Music

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
French 101-2-3	9	French 201-2-3	9
Music 101-2-3	6	Music 151-2-3	6
Applied Music	3	Applied Music	3
History 101-2-3	9	Laboratory Science	12
Physical Education 101-2	1-2	Library Science 101	2
Psychology 101, 190	4	Biblical Literature 101-2-3	9
Mathematics 101	3	Christian Education 101	2
Sociology 190	3	Social Study elective	3

VII. Department of Speech

Mr. Russell

Departmental Major. This major program has been merged with that of English, thus a Speech-English major is offered.

Departmental Minor. At least 24 hours of courses numbered above 200 to be chosen in consultation with the head of the department.

102. Oral Communication. A basic course in speech, giving attention to both speech fundamentals and practice in public speaking. Listed also in the English Department. (3) Each quarter.

201. Group Discussion. A study of the principles, methods, and types of discussion and their application in problem solving. Prerequisite, 102. (3) Fall quarter.

204-5-6. Argumentation and Debate. A study of the theory of argumentation, with practice in oral debate; includes analysis of important forensics, and study of evidence and refutation. (2) Each quarter.

207-8-9. Art of Interpretation. Aims to develop ability to read aloud and to achieve adequate mental and emotional responsiveness to literature, and power to communicate this appreciation to others by oral reading. (2) Each quarter.

211. Story Telling. Same as Children's Literature under English Department. Does not count on speech minor.

212. Speech for the Classroom Teacher. This course is designed to meet the needs of teachers in the modern classroom. It gives training in the areas of voice science and phonetics and helps to prepare prospective teachers to recognize speech defects and to aid students who have defects. (3) Spring quarter.

301. Professional Speaking. A study of great preachers and orators and their speech methods; types, content, and organization of noted sermons and speeches; practice in delivering sermons and speeches of various types. (3) Fall quarter.

302. History of Oratory. A historical study of speech-making with emphasis on types of speeches and historical events which were affected by professional speakers. Actual speeches by ministers and other professional men are given close attention. (3) Winter quarter.

303. Communication Theory. This course emphasizes advanced communication theory. It studies lines of communication as well as methods and types of communication in such practical settings as business, industry, churches, static, and dynamic groups. (3) Spring quarter.

304. Persuasion. A study of the art and science of influencing belief and behavior through logical and psychological appeal. Attention is given to studies in persuasion currently being conducted in colleges and universities throughout the nation. (3) Fall quarter.

305. The Psychology of Speech. Deals with the nature and origin of speech; the relationship of speech to emotion, learning, meaning, and thought; the development of speech in the child; speech and personality. (3) Winter quarter.

401. Advanced Public Address. This course is intended to refine the student's knowledge of delivery through a study of ancient Greek and Roman rhetorical concepts. (3) Winter quarter.

411. Parliamentary Law. A study of the theory and practice of the rules of parliamentary law which govern the transaction of business in an organized body. (3) Fall quarter.

Typical Freshman and Sophomore Courses for a Minor in Speech

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
French 101-2-3	9	French 201-2-3	9
Physical Education 101-2	1-2	Speech 201-2-3 or 204-5-6	9
Psychology 101, 190	4	History 101-2-3 or 201-2-3	9
Mathematics 101	3	Library Science 101	2
Sociology 190	3	Theology 201-2-3	6
Biblical Literature 101-2-3	9	Social study elective	3
Introduction to Science 101-2-3	12		

B. Division of Philosophy, Religion, and Christian Education

Chairman, Dr. William Greathouse

The special aim of the Division of Philosophy, Religion, and Christian Education, is to provide theoretical and practical training in Bible study, theology, methods, and other branches of study for Christian service, both ministerial and lay. Stress is also placed upon the necessity of a vital Christian experience of conversion and entire sanctification.

VIII. Department of Religion

Dr. Chambers, Dr. Greathouse, Mr. Phillips, Mr. Redford, Dr. Childers, Mr. Strickland, Mr. Dunning, Mr. Allen

Department Major (A.B. degree with major in religion.) Students must complete at least 42 hours of courses in the Department of Religion in addition to Biblical Literature 101-2-3, Christian Education 101, Theology 201-2-3 (required of degree graduates), and in addition to Philosophy 201-2-3. Included in the 42 hours must be the following courses: Church History 301-2-3, Practical Theology 371-2-3, Theology 401-2-3, Theology 404-5-6, Pastoral Theology 411-12-13, and at least 6 hours of upper division Biblical Literature. Greek is the required foreign language.

Departmental Minor. Twenty-four hours of courses numbering above 200 are required. Courses are chosen from the various fields within the department with the advice of the head of the department.

a. Biblical Literature and Languages

101-2-3. Bible Survey. A survey course, treating in a general way the historical, poetical, and prophetical books of the Old Testament as well as dealing generally with the Gospels, Acts, and Epistles of the New Testament. (3) Each quarter.

301-2-3. Life and Teachings of Christ. A study of Palestine in the time of Christ, of His life and ministry, and a harmony of His teachings as recorded in the four Gospels. (2) Each quarter, alternate years.

304. Pentateuch. A study of the historical background and contents of the five books of the Law. Attention is given to the problem of Mosaic authorship, but the aim of the course is to discover the spiritual message of the Pentateuch. (2) Fall quarter, alternate years.

305-6. Major and Minor Prophets. An introduction to the study of the prophetic process, with some attention to the non-writing prophets; specific attention is given to the writing prophets, their historical background, their message and place within the redemptive purpose of God. Messianic passages receive special attention. (2) Winter and spring quarters, alternate years.

401-2-3. Life and Epistles of Paul. A study of the Acts and the historical portions of Paul's epistles, used as a basis for the life and character of the great apostle; followed by a careful analysis of each of the Pauline Epistles. (2) Each quarter, alternate years.

407. Hebrews and General Epistles. An intensive study of the New Testament Epistles from Hebrews through Jude. Attention is given to the doctrinal emphasis of the epistles as well as to exegesis of specific passage. (3) Spring quarter, alternate years.

101-2-3. Elementary New Testament Greek. A beginner's course in the elements of New Testament Greek with special emphasis on pronunciation, forms, vocabulary, and syntax, accompanied by selected readings in the Gospels. (3) Each quarter.

201-2-3. Advanced New Testament Greek. The first quarter includes study of the more complicated aspects of the Greek language, accompanied by sight translation. The second and third quarters are occupied with rapid reading in the Gospels and Epistles. (3) Each quarter.

b. Theology

201-2-3. Christian Doctrine. A study of the elementary principles of Scriptural teaching as interpreted by the Church of the Nazarene. (2) Each quarter.

401-2-3. Christian Theology. A review of the elementary principles of Christian theology, followed by advanced study of the fundamental doctrines of the Scriptures. (3) Each quarter, alternate years.

404-5-6. Doctrine of Holiness. A careful study of the Old and New Testaments on the subject of holiness including a consideration of the Wesleyan interpretation of the doctrine, the aim of the course being to ground the student in the fundamental principles of this great Bible truth. (2) Each quarter.

407-8-9. Biblical Theology. In the fall quarter the major doctrines of the Old Testament are considered in their development within the Old Testament Canon and from the perspective of God's final revelation in Christ. During the winter quarter a careful study is made of the major doctrines of the New Testament, with particular attention to both their Old Testament background and their formulation by the several authors of the New Testament. In the spring quarter John Wesley's theology is studied, with special attention given to its Biblical basis and orientation. (3) Each quarter, alternate years.

c. Practical Theology

311. Evangelism. A survey of the great revivals and revivalists; a study of the conditions of the day and the gifts of the revivalist to see how they may be related to help us have revivals today. (2) Fall quarter, alternate years.

312. Personal Evangelism. A thorough study of the methods of soul-winning, including the personal experience needed, the message, the objectives, the materials and technique of visitation evangelism. (2) Wniter quarter, alternate years.

313. Nazarene Church Manual. (Same as Christian Education 313. See course description under Christian Education Department.) (2) Spring quarter.

371-2-3. Homiletics. A course dealing with sermonic structure, sources of material, great sermons, and the preparation and delivery of sermons. (2) Each quarter.

400. Field Work. A course in pastoral practice. The student works under the supervision of the Director of Field Work and an approved pastor. Spe-

cified areas of observation and practical service are included. (2) Any two quarters.

401. Pastoral Counseling. A course designed to give training to pastors in principles and techniques of religious counseling. (Alternates with Christian Education 401.) (3) Spring quarter.

410. Advanced Homiletics. The prerequisite for this course is Homiletics 371-2-3 or its equivalent. The special emphasis of the course includes the exegetical study of the Scriptures and the preparation and delivery of expository and doctrinal sermons. (3) Winter quarter, alternate years.

411-12. Pastoral Theology. Consideration of the major problems of the church, such as worship, preaching, church administration, special services, pastoral visitation, visitation evangelism, social service, and ministerial ethics. (2) Fall and winter quarters.

413. Church Administration. Attention is given to the principles of church organization and administration, the local church organizational framework, church board committees, financial organization, annual meeting reports, church office, church secretary, Christian education, and pastor and administration, legal administration, and general church records. (2) Spring quarter.

414. Parliamentary Law. A study of the theory and practice of the rules of parliamentary law which govern the transaction of business in an organized body. (3) Fall quarter.

415-16-17. Reading in Religion. An advanced course in theological reading designed to meet the students' needs and interests. (1) Each quarter.

420. Expository Preaching. The prerequisite for this course is Homiletics 371-2-3, or its equivalent. The special emphases of the course includes the exegetical study of the Scriptures and the preparation and delivery of expository sermons. (2) Fall quarter.

421. Doctrinal Preaching. The purpose of this course is to study theology which can be utilized by the preacher as a resource for preaching. Attention is given to the task of communicating the Christian faith effectively. Doctrinal sermons are prepared and evaluated. (2) Winter quarter.

d. Church History and Missions

301-2-3. History of the Christian Church. A course dealing with the ancient, medieval, and modern periods, and treating the subjects of missions, doctrine, polity, life, and worship in each period. (3) Each quarter.

311-12. History of the Church of the Nazarene. The rise, organization, mission, and progress of the Church of the Nazarene and its relation to other holiness churches. A study of the Nazarene *Manual* is included. (3) Fall and winter quarters.

313. Nazarene Missions. A study of the missionary endeavors of the Church of the Nazarene, including a consideration of the present and future needs of our mission fields. (3) Spring quarter.

401. Living World Religions. The origin, development, and present status of the existing great non-Christian religions, together with a consideration of the economic, political, social, and religious problems with which Christianity must deal in its missionary enterprise. (3) Winter quarter.

411. History of Modern Missions. A history of Christian missions from the earliest times to the present, emphasizing the dynamic aspect of the Gospel in the spread of Christianity. (3) Spring quarter.

Typical Freshman and Sophomore Courses for a Major in Religion

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
Greek 101-2-3	9	Greek 201-2-3	9
Math 101	3	Introduction to Science 101-2-3	12
Physical Education 101-2	1-2	Theology 201-2-3	6
Psychology 101, 190	4	Christian Education 101	2
Sociology 190	3	Social Study elective	3
Biblical Literature 101-2-3	9		
Library Science	2		
History 101-2-3 or Economics 101-2-3	9		

IX. Department of Philosophy

Mr. Dunning

(For interdepartmental course in the humanities see *Humanities* 201-2-3 under Division A above.)

201-2-3. Introduction to Philosophy. This course presupposes no prior acquaintance with the subject. A presentation of the problems offered by the leading schools of thought. (2) Each quarter.

301-2-3. History of Philosophy. An historical approach to the problems of philosophy and religion; attention given to the bearings of philosophical ideas on the development of politics, literature, and religion. (3) Each quarter.

401. Philosophy of Religion. A course designed to familiarize the student with the fundamental ideas and basic principles of religion as essential to the nature of man. (3) Fall quarter.

403. Christian Ethics. An investigation of the principles of Christian personal and social ethics. (3) Winter quarter.

404. Logic. A development of the subject matter of thinking and thought, inductively and deductively, with a survey of the application of logical principles in the analysis of argument and detection of fallacies. (3) Spring quarter.

X. Department of Christian Education

Dr. Wise

Departmental Major. The major consists of 36 hours, two of which must be 202. At least 18 hours must be Christian Education courses. A maximum of four hours of 410 can be counted on the major. The other 18 hours may be composed of courses numbered 200 and above from the fields of psychology, Biblical literature, and theology under the guidance of the head of the department.

Departmental Minor. The minor consists of 24 hours, two of which shall be 202. At least 12 hours must be Christian Education courses. The other 12 may be composed of courses numbered 200 and above from the fields of psychology, Biblical literature, and theology under the guidance of the head of the department.

101. Introduction to Christian Education. An introductory course dealing with the principles, objectives, agencies, history and philosophy of Christian education. (2) Each quarter.

202. History and Philosophy of Christian Education. A course which surveys the development of philosophies and practices in Christian education from the earliest Bible times to the present. (2) Winter quarter.

203. Psychology of Religious Growth. A course which studies the psychological principles involved in the development of wholesome, integrated Christian personalities in growing persons. Prerequisites, Psychology 201. (2) Spring quarter, alternate years.

301. Principles of Teaching Children. A course embracing the study of such specialized topics as understanding the child, teaching the child, the child and worship, and home-church relationships. Prerequisite, Psychology 201. (2)* Fall quarter, alternate years.

302. Principles of Teaching Youth. A course that includes elements of adolescent growth, understanding youth and methods of teaching both intermediates and young people. Prerequisite, Psychology 201. (2)* Winter quarter, alternate years.

303. Principles of Teaching Adults. A course which utilizes the psychological factors of young adults, middle adults, and older adults to suggest the most effective ways of teaching them. Prerequisite, Psychology 201. (2)* Spring quarter, alternate years.

312. Personal Evangelism. (Same as Practical Theology 312 under Religion department.)

313. Nazarene Church Manual. This course is designed to acquaint the student with the organization, government, and functioning of the Church of the Nazarene as it is outlined in the *Manual*. It is of interest to ministers, laymen, and Christian education directors who wish to know the Church better. (2) Spring quarter, alternate years.

401. Principles of Christian Counseling. A course suitable for church school workers and pastors. The approach is both religious and psychological. It includes both counseling principles and techniques and the application of Christian resources to personal problems and home and family problems. Prerequisite, Psychology 201. (3) Fall quarter, alternate years.

402. Weekday Christian Educational Activities. An intensive survey of the materials and methods for conducting the Vacation Bible School, the Weekday Religious Education School, the Caravan Program, Christian Service Training, and such activities. (3) Winter quarter, atlernate years.

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* In 301-2-3, one hour additional credit may be earned by actually teaching in a local church school by arrangements with and under the guidance of the head of the department of Christian Education.

403. Administration of Christian Education. A course embracing the study and use of Nazarene literature and the administration of the local Nazarene Sunday School, N. Y. P. S., and N. F. M. S. (3) Spring quarter, alternate years.

410. Field Work in Christian Education. A practical course, open only to majors, involving assignment to a church for observation and service. This calls for about four hours a week in such activities as working in the church school on Sunday, attending Sunday school cabinet and board meetings and church school conventions, participating in C. S. T. courses, home department work, and the visitation program. A student is expected to write a report of his experiences in this assignment. (2) Any two quarters.

411-12-13. Reading and Research in Christian Education.

A course, open only to majors and minors, of reading and examination of the latest research in the field. (1) Each quarter.

Typical Freshman and Sophomore Courses for a Major in Christian Education

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
Mathematics 101	3	Christian Education 101, 202-3	6
Physical Education 101-2	1-2	Theology 201-2-3	6
Psychology 101, 190	4	Sociology 101-2-3	6
Sociology 190	3	Biblical Literature 101-2-3	9
History 101-2-3 or		Humanities 301-2-3	6
Economics 101-2-3	9	Library Science 101	2
		Social Study elective	3

C. Division of Science and Mathematics

Chairman, Mr. Dix

Interdepartmental Courses in Science

101-2-3. Introduction to Science. A study of fundamental concepts in science with emphasis on the interrelationships between man and his biotic and physical worlds. Three hours lecture, two hours laboratory each week. (4) Each quarter.

204. Personal Health.* A practical study of personal health dealing with essential present knowledge in the subject, together with sefficient study in anatomy and physiology to support the teachings of health. (2) Fall quarter.

205. Community Health.* A study of the measures contributing to community health such as disease prevention and control, safe water supplies, and waste disposal. (2) Winter quarter.

206. Mental Health.* This study is concerned with the forces that develop a wholesome, rational, moral society and the way in which individuals are developed to produce this kind of society. (2) Spring quarter.

210. Public School Health Problems. A course designed to identify various problems of safety and children's diseases and instruct in methods of coping with them. (3) Fall or spring quarters.

349-50. Science for the Elementary School.* Includes the study of objectives, organization, instructional practices, and problems in elementary school science. Stress is placed upon principles, demonstrations, and sources of information in life science (fall quarter) and physical science (winter quarter). (3) Fall and winter quarters, alternate years.

XI. Department of Biological Science

Mrs. Chambers, Mr. Dix, Mr. Costa

Departmental Major. Students anticipating a major in biological science must plan their work very carefully in order to graduate in a normal four-year period. (See suggested program of studies at the end of this section.) A total of 42 hours of biological science is required, in which Introduction to Science 101-102a may be counted but is not required. Eight hours in the botany series must be included. Science 204-5-6 and 349-50 do not count here. Introduction to Science 102b-103 and Chemistry 101-2-3 are required and a minor in mathematics or physical science is strongly advised.

Departmental Minor. A minor consists of 30 hours in biological science, in which Introduction to Science 101-102a may be counted but is not required. Eight hours in the botany series must be included. Science 204-5-6 does not count here. Introduction to Science 102b-103 is required.

151-2-3. Zoology. A study of the basic principles of animal biology, including the anatomy and physiology of the body systems, general biotic relationships and taxonomy of the animal phyla of both invertebrates and vertebrates, with laboratory study of selected forms. The study will be distributed as follows:

Fall: Invertebrates
Winter: Invertebrates and vertebrates
Spring: Vertebrates

Two hours lecture, four hours laboratory each week (4) Each quarter, alternate years.

251-2-3. Botany. A study of the morphology, physiology, life cycles, and taxonomy of the plant phyla. The study will be distributed as follows:

Fall: Algae and fungi
Winter: Liverworts, mosses, and ferns
Spring: Seed plants

Two hours lecture, four hours laboratory each week. (4) Each quarter, alternate years.

300. Radiation Biology. A course designed to give an insight into the effects of irradiation upon living tissue, both harmful and beneficial. Atomic and molecular structure, radioactivity, cosmic radiation, X-rays, photoelectric effect, spectra, solid state phenomena, nuclear energy, and particle accelera-

* Not to be counted toward requirements for Biology majors and minors.

tors will be considered in this course. Three lectures and two hours of laboratory each week. Prerequisite: Science 101-2-3 plus one year of physical science and one year of biology. (Offered in the Physics Department as Health Physics.) (4) Summer quarter.

301. Histology. A study of mammalian tissue and microscopic identification of organs with practice in the preparation of microscope slides. Two hours lecture, four hours laboratory each week. Prerequisite: 151-2-3. (4) Fall quarter, alternate years.

302. Embryology. A general study of gametogenesis, fertilization, cleavage, and gastrulation followed by special study of the developmment of the organs and systems of the vertebrate, with emphasis on the frog, chick, and mammalian embryos. Two hours lecture, four hours laboratory each week. Prerequisite: 151-2-3. (4) Winter quarter, alternate years.

303. Physiology. A study of the functions of the systems of the mammal with emphasis on human physiology. The structure, properties, and composition of living tissue are related to the function and reactions of tissue to their internal and external environment. Two hours lecture, four hours laboratory each week. Prerequisite: 151-2-3. (4) Spring quarter, alternate years.

350. Nature Study. A course designed primarily to acquaint teachers with some of the means of utilizing the outdoors in teaching identification of birds, flowers, and trees. Two hours lecture, two hours laboratory. Prerequisite: preferably 101-2-3. (3) Spring quarter, alternate years.

351. Bacteriology. A course with emphasis upon laboratory procedures such as isolating, staining, culturing and controlling bacteria; introduction to pathogenic micro-organisms. Prerequisite: 101-2-3 or 251-2-3 and preferably Chemistry 101-2-3 and 201-2-3. (4) Fall quarter, alternate years.

352. Genetics. A course in which the classical theories of heredity are related to modern knowledge concerning the chemical nature of the "gene." Emphasis upon problem-solving. Four hours lecture. Prerequisite: 101-2-3, 151-2-3, or 251-2-3. (4) Winter quarter, alternate years.

353. Ornithology. A study of the morphology, natural history and economic importance of birds. Laboratory studies of the pigeon and field study of the avifauna of the middle Tennessee region. Two hours lecture, two hours laboratory, two hours field work. Prerequisite: 101-2- or 151-2-3. (4) Spring quarter, alternate years.

401-2. Experimental Biology. Open to biology majors and minors with advanced standing. The course consists of individual study in a chosen field with emphasis on basic research technique under the supervision of the staff member in that area of biology. Two hours laboratory per week for each hour credit. The student has scheduled conferences with his adviser in addition to his laboratory work. Prerequisite: 151-2-3 or 251-2-3 plus the advanced course in the area of study. (2-4) Any quarter.

451-2. Parasitology. A survey of the life cycles, host-parasite relationships and control measures of the more important animal parasites with special attention to those of man. Two hours lecture, two hours laboratory. Prerequisite: 101-2 or 151-2-3. (6) Summer quarter, alternate years.

Typical Freshman and Sophomore Courses for a Major in Biological Science

Freshman year	Hours	Sophomore year	Hours
Introduction to Science 101-2-3	12	Biological Science 151-2-3 or 251-2-3	12
English 101-2-3	9	Biblical Literature 101-2-3	9
French 101-2-3	9	French 201-2-3	9
Library Science 101	2	Chemistry 101-2-3	12
Physical Education 101-2	1-2	Mathematics 103-4-5 or 201-2-3	15
Mathematics 101	4	Social Studies elective	3
Psychology 101, 190	4		
Sociology 190	3		

XII. Department of Chemistry

Mr. Hemmerly

Departmental Minor. A chemistry minor consists of 28 hours of chemistry which is not to include interdepartmental courses in science. The physical science minor consists of 24 hours in chemistry and 12 hours in physics; or 24 hours in physics and 12 hours of chemistry.

101-2-3. General Chemistry. An elementary study of the composition and structure of matter. Main topics include:

Fall: Chemical notation, atomic structure, periodic relationships and the kinetic-molecular theory.
Winter: Ionization, nonmetals.
Spring: Organic compounds, metals.

Two hours lecture, four hours laboratory. Prerequisite: high school chemistry or Science 101-2-3. (4) Each quarter.

201-2-3. Organic Chemistry. An introduction to the preparation, properties, and uses of the more important compounds of carbon. Considerable attention given to the mechanism of reactions.

Fall, winter: aliphatic hydrocarbons and related compounds.
Spring: aromatic and special group compounds.

Two hours lecture, four hours laboratory. Prerequisite: Chemistry 101-2-3. (4) Each quarter, alternate years.

301. Qualitative Analysis. A course in the separation and identification of the common cations and anions. Laboratory work emphasizes the analysis of selected unknowns. Two hours lecture, four hours laboratory. Prerequisite: Chemistry 101-2-3. (4) Fall quarter, alternate years.

302-3. Quantitative Analysis. A study of quantitative chemical measurements and their interpretations.

Winter: Gravimetric methods.
Spring: Volumetric methods.

Two hours lecture, four hours laboratory. Prerequisite: Chemistry 301. (4) Winter, spring quarters, alternate years.

451-2. Experimental Chemistry. Open to chemistry minors with advanced standing. The course consists of individual study in a chosen field with emphasis on basic research techniques. Two hours laboratory per week for each hour credit. The student has scheduled conferences with his adviser in addition to his laboratory work. Prerequisite: Twenty hours of chemistry. (2-4) Any quarter.

XIII. Department of Physics

Mr. Taylor

Departmental Minor. A physics minor consists of 28 hours of physics. The physical science minor consists of 24 hours in physics and 12 hours in chemistry, or 24 hours in chemistry and 12 hours in physics.

101-2-3. General Physics. A course for students in science and those preparing for engineering and medicine. The course includes mechanics, heat, sound, electricity and magnetism, light and modern physics. Three lectures and two hours laboratory each week. (4) Each quarter, alternate years.

201-2-3. Electronics. The course includes basic theory of electricity vacuum tubes, transistors, and radio circuits. Three lectures and two hours laboratory each week. (4) Each quarter, alternate years.

300. Health Physics. A course designed to give an insight into the effects of irradiation upon living tissue, both harmful and beneficial. Atomic and molecular structure, radioactivity, cosmic radiation, X-rays, photoelectric effect, spectra, solid state phenomena, nuclear energy, and particle accelerators will be considered in this course. Three lectures and two hours of laboratory each week. Prerequisite, Science 101-2-3 plus one year of physical science and one year of biology. (Offered in the biological sicence department as Radiation Biology.) (4) Summer quarter.

XIV. Department of Mathematics

Mr. Taylor, Mrs. Redford

Special courses in mathematics:

99-100. Basic Principles of Mathematics. The first quarter is a non-credit beginning course in mathematics designed to remedy certain deficiencies so as to prepare students for mathematics 101. The second three hours may be counted for credit toward graduation if the student has had high school algebra. (3) Each quarter.

101. Fundamental Concepts of Mathematics. A course designed to meet the objectives of general education in this area. It consists of a study of the basic concepts of number, measurement, function, and proof but is adapted to the student's needs and abilities. Required of all students in the lower division. (3) Each quarter.

119. Mathematics for the Elementary School Teacher. A course especially designed for prospective teachers in elementary schools. It is aimed at a better

understanding of the arithmetical processes with an introduction of the modern concepts involved.

Regular courses in Mathematics.

Departmental Major: Forty-five hours, 20 of which must be in courses numbered above 300. Students with adequate background may begin a major in 202.

Departmental Minor: Thirty hours, 20 of which shall be in courses numbered above 200.

103. College Algebra. A rapid review of the fundamentals, followed by intensive work in determinants, binomial theorem, and theory of exponents. (5) Fall quarter.

104. Trigonometry. A careful study of trigonometrical functions, formulas, and equations. (5) Winter quarter.

105. Analytic Geometry. Cartesian coordinates, curves and equations, the straight line, transcendental curve and equations, polar coordinates, transformation of coordinates, etc. Prerequisites: 103, 104 or the equivalent. (5) Spring quarter.

201. Differential Calculus. This course deals with differentiation of functions, with algebraic, geometric, and mechanical applications. Prerequisite: 105. (5) Fall quarter, alternate years.

202. Integral Calculus. The integration of functions and of rational functions, integration by change of variables, and reduction formulas. Prerequisite, 201. (5) Winter quarter, alternate years.

203. Differential and Integral Calculus. A study of limits, the derivative and the differential, the definite and indefinite integrals, with algebraic, geometric, and mechanical applications. (5) Spring quarter, alternate years.

301. College Geometry. An advanced study of straight lines and circles. A course designed for teachers of high school geometry. Prerequisite: high school plane geometry. (5) Fall quarter, alternate years.

302. Theory of Equations. Treats of the properties and roots of equations, the solutions of the binomial, quadratic, cubic, and reciprocal equations. Prerequisite: Mathematics 201-2-3. (5) Winter quarter, alternate years.

303. History of Mathematics. A historical development of mathematics through elementary calculus. Provides a background of appreciation that should be useful in the teaching profession. (5) Spring quarter, alternate years.

401. Modern Algebra. The course includes sets, groups, rings, and fields. Logical rigorous proofs and analysis are emphasized more than in a college algebra course. (5) Fall quarter.

402-3. Differential Equations. A study of linear equations with constant coefficient and equations of second order with geometrical and physical applications. Prerequisite, Mathematics 203. (5) Winter and spring quarters.

Typical Freshman and Sophomore Courses for a Major in Mathematics

Freshman year	Hours	Sophomore year	Hours
English 101-2-3	9	English 201-2-3	9
French 101-2-3	9	French 201-2-3	9
Chemistry 101-2-3	12	Mathematics 201-2-3	15
Library Science 101	2	Biblical Literature 101-2-3	9
Mathematics 103-4-5	15	History 101-2-3 or 201-2-3	9
Physical Education 101-2	1-2	Social study elective	3
Psychology 101, 190	4		
Sociology 190	3		

D. Division of Social Studies

Chairman, Dr. Adams

XV. Department of Economics

Dr. Mackey

Departmental Minor: A minor consists of 24 hours of economics numbering above 200; or six hours may be selected from other social studies.

101-2. Introduction to Economics. Presupposes no previous work in the subject and is intended to ground the student in the first principles of economics. (3) Fall and winter quarters.

103. Economic Problems. A continuation of 101-2 in which problems of present and practical value are studied, the exact nature of the work being determined by the economic interests of the students enrolled. (3) Spring quarter.

201-2. Money and Banking. Designed to acquaint the student with the history, the principles, and the kinds of money; also a study of credit, facilitation of trade by clearance, and banking systems. (3) Fall and winter quarters.

203. Personal Finance. A study of the individual's special needs in the fields of finance; includes budgeting, using, and choosing. Opportunity is given for each student to make investigation within his own particular interest. (3) Spring quarter.

301. Labor Problems. Labor organizations, strikes, arbitration, and capital-labor relationships are studied. (3) Fall quarter.

302. Domestic and Foreign Trade. Includes the study of trade regulations, restrictions, copyrights, and relationship of trade to industry. (3) Winter quarter.

303. Business Management. Studies of business organization and cooperation, including private and public business and their inter-relationships. (3) Spring quarter.

Note: For Economic History of the United States, see History 401.

XVI. Department of Education and Psychology

Dr. Pennington, Dr. Wise, Dr. Mackey, Mr. Duckett

Departmental Major. A total of 36 hours is required. Courses required of all majors include Psychology 201-2, 317, Education 200, 313-14-15, 316-17, and 404.

Departmental Minor. Twenty-four hours of courses including the following: Psychology 201 (if preceded by 190), 202, 317, Education 200, 313-14 or 315, 316, and 404, or 30 hours unless Psychology 100 precedes Psychology 201 in the student's program.

a. Education

200. Introduction to Education. A survey of educational development in its many aspects. Prerequisite to all other courses in education. (3) Fall or winter quarter.

210. Principles of Elementary Education. Presents the aims, objectives, and functions of the elementary school. A study of the curriculum and principles of teachnig. (3) Summer quarter.

302. Public School Administration. A study of the principles of administration of public education with special emphasis on the elementary school. (3) Winter quarter.

304. Classroom Management and Supervision. This course is intended for elementary teachers and principals and includes study of standard tests, daily schedules, reports, the recitation, and discipline. (3) Winter quarter.

305. The School and Society. A study of the social foundations of education with attention given to the interrelation of the school with other social agencies. (3) Spring quarter.

313. Materials and Methods of Teaching Social Studies in Elementary School. Stress is placed upon the objectives and problems in the teaching of elementary social studies, embracing the collection and organization of materials of instruction, the comparison of methods of instruction, the observation of the teaching of the subject studied, and the testing of the results of instruction. (3) Fall quarter.

314. Materials and Methods of the Teaching of Reading in Elementary School. Stress is placed upon the objectives and problems in the teaching of elementary reading, embracing the collection and organization of materials of instruction, the comparison of methods of instruction, the observation of the teaching of the subject studied, and the testing of the results of instruction. (3) Winter quarter.

315. Materials and Methods in Secondary Education. Includes study of appropriate materials and methods of instruction for teaching in secondary schools. The building of teaching units is stressed. (3) Fall quarter.

316. Observation and Directed Teaching. Required of all students who are planning to teach in public schools. Consists of discussions, reading, guidance, observation, lesson planning, and practice teaching. Prerequisite: credit for or enrollment in specific methods courses. (6-12) Any quarter.

404. History and Philosophy of Education. This course aims to provide the student with a knowledge of educational institutions, technique, and philosophy of education, and to orient him in present day educational problems. (3) Fall quarter.

406. Educational Tests and Measurements. The principles of measurement; the construction of tests for classroom use; the use of standardized objective tests in the solution of school problems. Prerequisite: Psychology 202. (3) Summer quarter.

407. Principles of Counseling. Theories and techniques of educational, vocational, and personal counseling. (3) Spring quarter.

b. Psychology

101. Personal Development. A study of the problems of personal development. Adjustment to college life, learning in college, vocational planning, improvement of personality, and health practices and principles are some of the topics to be discussed. Required of all freshmen. (1) Fall or winter quarter.

190. Practical Psychology. A freshman course in which the principles of psychology are applied to the problems of everyday life with its varied demands and opportunities. (3) Fall or winter quarter.

201. General Psychology. Aims to acquaint the student with the psychological causes for his behavior; treats such topics as inheritance, intelleigence, emotions, maturation, personality, and viewpoints in psychology. Prerequisite to all other courses in psychology except Psychology 101 and 190. (3) Each quarter.

202. Educational Psychology. Studies the application of psychological principles to school work. (3) Spring quarter.

312. Social Psychology. An examination of the psychological principles which function in the social behavior of the individual and the group, with special reference to group influence on thought and behavior. Prerequisite: Psychology 201. (3) Fall quarter.

313. The Exceptional Child. A study of the characteristics and educational needs of handicapped and gifted children and of different types of abnormal mental life. Implications for the teacher are included. (3) Spring quarter.

314. Mental Hygiene. A course designed to help parents, teachers, ministers, and workers in the field of human problems. A brief study of certain types of mental illness is made, emphasis being placed on the principles of preventive hygiene. (2) Spring quarter.

317. Child Growth and Development. Study of the physical, emotional, moral, and intellectual development of the child and adolescent, together with a consideration of the educational techniques for their guidance. (3) Winter quarter.

Special Courses

a. Art Education

201. Public School Art.* A laboratory course for elementary teachers, including experience with various types of art materials suitable for use with children. Both 2-dimensional and 3-dimensional activities are emphasized, as

well as basic principles in creative art expression. (3) Fall or spring quarter, alternate years.

b. Physical Education

101-2. Physical Education. An activity course designed for freshmen. (1-2) Fall and/or spring quarters.

221-22-23. Physical Education for Teachers.* Embraces plays and games for elementary schools and their adaptation to the various age levels. (2) Each quarter.

e. Public School Music

386. Music Methods in the Elementary Grades.* A study of methods and materials which have been successfully used in the lower and upper grades. Prerequisite: Music 101-2-3. (3) Spring quarter.

Typical Freshman and Sophomore Courses for a Major in Education-Psychology

Freshman year	Hours	Sophomore year	Hours
Psychology 101, 190	4	Psychology 201-2	6
English 101-2-3	9	English 201-2-3	9
History 201-2-3	9	Laboratory Science	12
Mathematics 101	3	Education 200	3
Biblical Literature 101-2-3	9	Humanities 301-2-3	6
Physical Education 101-2	1-2	Public School Art 201	3
Sociology 190	3	Theology 201-2-3	6
Library Science 101	2		
Christian Education 101	2		

XVII. Department of Geography

Mr. Costa

204. Introductory Geography. A beginning course in world geography studying the climatic regions of the world with special reference to human occupancy. The course gives special attention to such topics as space relations, the atmosphere, the hydrosphere, landforms, soils, and mineral resources, native plant and animal resources, weather and climate, and maps. (3) Fall quarter.

205. World Political Geography. After a brief study of the history of political geography and its nature, scope, and major emphases, special consideration is given to the Great Powers and to problems and areas of international concern. (3) Winter quarter, alternate years.

206. Historical Geography of the United States. Topics: the colonization period, the Atlantic seaboard at the opening of the nineteenth century, the Ohio River, the Lower Great Lakes regions to 1830, the New Northwest, 1820-1870, the Great Plains and bordering regions, from the Rocky Mountains to the Pacific Coast to 1870. (3) Winter quarter, alternate years.

321. Conservation of Natural Resources. Current problems in conservation of natural resources in the United States. Topics: the conservation problem,

* Courses designed for meeting requirements for teachers' certificates. Do not count for major credit in the department of education and psychology.

soil resources, forests and forestland, dry grasslands, water resources, minerals, wildlife and scenic resources, characteristics of a conservational society. (3) Spring quarter, alternate years.

331. Geography of North America. A general survey of contemporary North America folowed by the study of the human-use regions of eastern United States and Canada. (3) Spring quarter, alternate years.

XVIII. Department of History and Political Science

Dr. Adams, Dr. Gresham, Mr. Allen

Departmental Major. A major in history consists of 36 hours of history numbering above 200. Nine hours of other social studies or church history chosen in consultation with the head of the department may be counted.

Departmental Minor. A minor in history consists of 24 hours of history numbering above 200; or six hours may be selected from other social studies.

a. History

History 101-2-3 is prerequisite to all other history courses for majors in the Division of the Social Studies.

101-2-3. Introduction to Western Civilization. A study of the principal problems, ideas, events, and forces in the life and development of western civilization from ancient times. (3) Each quarter.

201-2-3. American History. A general survey of colonial and United States history from the discovery to the present time, treating political, social, cultural, and economic factors which have influenced the development of the nation. (3) Each quarter.

301-2-3. History of England. A study of the British Isles from their earliest history to the present time, emphasizing especially the growth of the British democracy and the development and expansion of the British Empire. (3) Each quarter.

310. Renaissance and Reformation. Presents a basis for understanding movements and events in the later modern period. (3) Fall quarter.

324. Europe in the 18th Century. A somewhat detailed study of the problems and events of 18th century Europe. Emphasis is placed on the French Revolution. (3) Winter quarter.

325. Europe in the 19th Century. A continuation of History 324 with emphasis on the Napoleonic era and the period of reform in Western Europe. (3) Spring quarter.

340-41. History of Latin America. Deals with the topics of discovery and colonization, revolutions, and political developments, diplomacy and trade relations, and present day problems. (6) Summer quarter.

350. Contemporary History. Presents an account of the political, social, and economic changes in the major nations since the First World War. (3) Summer quarter.

356. The Far East Since 1500. Emphasizes China and Japan in the period indicated; a survey of social, political, and economic institutions. (3) Summer quarter.

401. Economic History of the United States. Comprises a study of the beginnings and development of the economic institutions of the United States. (3) Fall quarter.

402-3. The South in American History. Surveys the development of the southern section of the present United States since the time of settlement. (3) Winter and spring quarters.

409. The American Colonies. A study of the establishment of the English colonies in the New World, treating also the political, social, and economic developments which resulted in separation from the mother country. (3) Fall quarter.

410-11. The Frontier in American History. Treats the struggle for possession of the Mississippi Valley and its settlement and development. (3) Winter and spring quarters.

421. Introduction to Russian History and Culture. Examines the Russian and Soviet backgrounds of present day life and relations of the U. S. S. R. (3) Summer quarter.

431-2-3. Reading in History. A course involving study of great historical writings, adapted to the students' needs and interests. (1) Each quarter.

b. Political Science

202. American Government. Treats the origin and development of American governmental institutions. (3) Summer quarter.

206. International Relations. Examines the basic factors of contemporary world politics: the state system, ideologies, nationalism, imperialism, attempts to achieve world unit. (3) Spring quarter.

Typical Freshman and Sophomore Courses for a Major in History

Freshman year	Hours	Sophomore year	Hours
History 101-2-3	9	History 201-2-3	9
English 101-2-3	9	English 201-2-3	9
Biblical Literature 101-2-3	9	Economics 101-2-3	9
French 101-2-3	9	French 201-2-3	9
Mathematics 101	3	Introduction to Science 101-2-3	12
Psychology 101, 190	4	Theology 201-2-3	6
Sociology 190	3		
Library Science 101	2		

XIX. Department of Sociology

Mr. Allen, Mr. Duckett

101-2-3. Introduction to Sociology. A study of the nature and practical importance of sociology, the development of social ideas and institutions and the processes of social interactions. (2) Each quarter.

190. Home and Family Living. A general education course required of all students in the lower division and emphasizing the problems and challenge of the home as a social, economic, and religious institution. (3) Each quarter.

305. The Community and the School. (Identical with Education 305.)

312. Social Psychology. (Identical with Psychology 312.)

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